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ABSTRACT

This cluster guide, which is designed to show teachers what specific knowledge and skills qualify high school students for entry-level employment (or postsecondary training) in marketing occupations, is organized into three sections: (1) cluster organization and implementation, (2) instructional emphasis areas, and (3) assessment. The first section discusses goal-based planning and includes a proposed cluster curriculum, a sample curriculum schedule, allied support courses, information about program management and Oregon manpower data. Section 2 contains suggested course goals, performance indicators, and suggested learning activities in orientation, career guidance, economics, human relations, communications, mathematics, sales promotion, operations, management, and independent study. The third section briefly discusses assessment as it relates to goal-based planning. Appended material includes job descriptions from the Dictionary of Occupational Titles; Oregon manpower data; suggested equipment, facilities, and supplies; and an instructional analysis for organizing learning experiences. (IRA)

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MARKETING OCCUPATIONS

CLUSTER GUIDE

Summer 1979

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State Superintendent of
Public Instruction

OREGON DEPARTMENT OF EDUCATION
Salem, Oregon 97310

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

Leaders in business and industry expect high school graduates to be productive workers contributing to the economy and their chosen occupational fields. If high schools are going to meet the needs of students, education—especially for eleventh and twelfth grade students—needs to offer opportunities to develop skills for a broad range of occupations.

As taught in Oregon's high schools, occupational clusters are designed to prepare students for job entry. The Oregon Department of Education analyzed the basic elements of hundreds of jobs with similar characteristics, grouping these into occupational clusters according to entry-level requirements. From the resulting list, Department staff, in cooperation with the Department of Labor, Division of Employment and Statistics, selected clusters geared toward current job opportunities around the state.

To develop this cluster guide, key occupations were identified, activities and resources were selected. The guide suggests teaching ideas, and is aimed at high school students, as well as those wishing to enter community college, university, or apprenticeship programs. For further information, please contact Dean Herman, Marketing and Distributive Education Specialist at the Department.

ACKNOWLEDGMENTS

Many individuals helped to put this guide together. Business and labor interests, secondary level teachers and coordinators, marketing specialists, consultants worked to develop this draft, from committee work through individual review. Among the many who contributed, we extend special thanks to Ada Lofts for the task analysis of key occupations and assistance with the curriculum section of the guide; to students in Joseph Hlebichuk's 1977 and 1978 summer workshops at Oregon State University who drafted and revised an instructional outline; and to Dan Oldham who helped edit parts of the text. Cluster guide development is coordinated by Department curriculum development specialist John Barton.

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PROCEDURES FOR USING THE GUIDE

The Marketing Occupations Cluster program is a vocational program for high school students preparing to enter any of the twenty-two industries and hundreds of occupations which involve the flow of goods and services between producer and consumer. Oregon's marketing curriculum is a direct carry-over of distributive education, an idea first initiated at the turn of the century by Lucinda Prince when she launched a store training program for young women. She recognized the need for practical in-store experience integrated with classroom instruction. Consequently, as distributive programs developed, it was required that participants be employed. Legislation in 1937 and 1946 allowed for the use of federal funds to support these programs and, as programs evolved, they came to be known as marketing programs. Today, programs are offered at the secondary and community college levels, and on-the-job experience is emphasized.

In putting this guide together, sixteen key marketing occupations were identified (see page 7)—all of which utilize standard selling, buying, promotion, research and management techniques. The guide is organized into four sections: cluster organization and implementation, instructional emphasis areas, assessment, and an appendix.

The Cluster Organization and Implementation section talks about goal-based planning, and includes a proposed cluster curriculum, a sample curriculum schedule, allied support courses, information about program management and current Oregon Manpower Data.

The Instructional Emphasis Areas section contains suggested course goals, performance indicators and suggested learning activities in orientation, career guidance, economics, human relations, communications, mathematics, sales promotion, operations, management, and independent study.

Section three, Assessment, is followed by the appendix: (a) job descriptions from the Dictionary of Occupational Titles, (b) Oregon manpower data, (c) suggested equipment, facilities and supplies, (d) instructional analysis for organizing learning experiences.

CLUSTER ORGANIZATION AND IMPLEMENTATION

GOAL-BASED PLANNING FOR MARKETING PROGRAMS

Goals are guideposts—they give purpose and direction to planning activities. Goals provide a common language for discussing the merits of various activities as such activities are carried out.

In marketing, just as in any other program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the marketing teacher be concerned? These are questions to be answered before effective planning of a marketing curriculum can proceed.

Each teacher must realize that planning a marketing curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

Goal-setting provides districts with a common reference for planning. In goal-based planning, teachers would consider four levels of goals: state goals, district goals, program goals and course goals.

State Goals answer the question: What does the Oregon Department of Education think a student should get out of public schooling in Oregon?

District Goals answer the question: What do the local community and its schools think a student ought to get out of local schooling, and how is that to relate to state goals?

Program Goals answer the question: What do the local curriculum planners and marketing teachers think a student ought to get out of marketing programs, and how is that to relate to district goals?

Course Goals answer the question: What do marketing teachers think a student ought to get out of Marketing I or II, and how is that to relate to program goals?

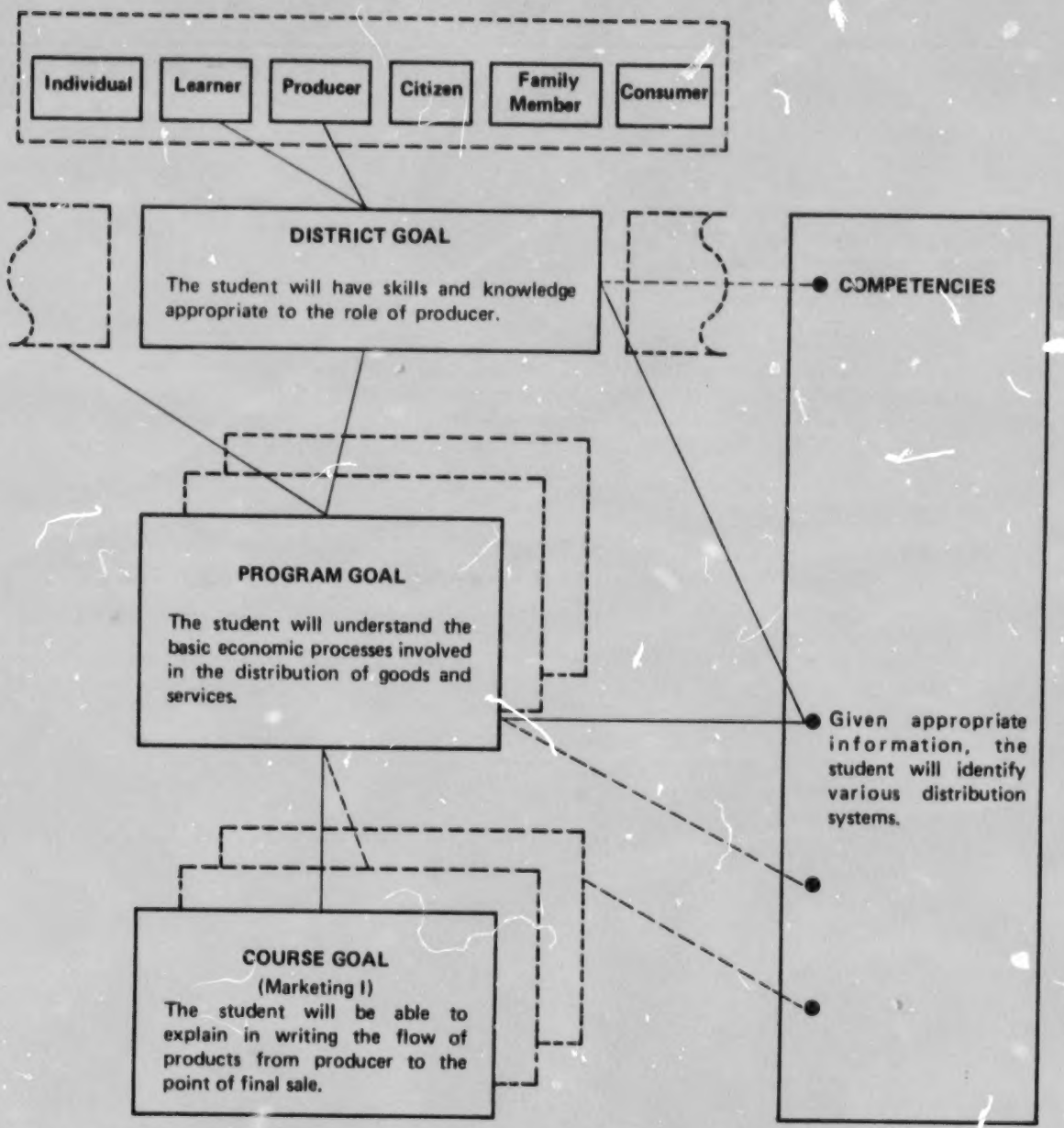
Where, then, does competency fit?

Competency is one of three graduation requirements. Districts plan and evaluate instruction by means of goals, goals local districts write. Districts determine whether students get diplomas by means of competency, credit and attendance—requirements local districts set.

Competency means being capable, fit. For students in Oregon, it means having demonstrated that they have the knowledge and skills which the community considers necessary for life roles. The knowledge and skills may be acquired from several courses.

A competency is a local statement describing what ALL students must demonstrate. It is *not* a competency in Oregon if only *some* students must demonstrate it—say, only those who study "Marketing I." In this case, it would be a course goal.

For example, in Marketing:

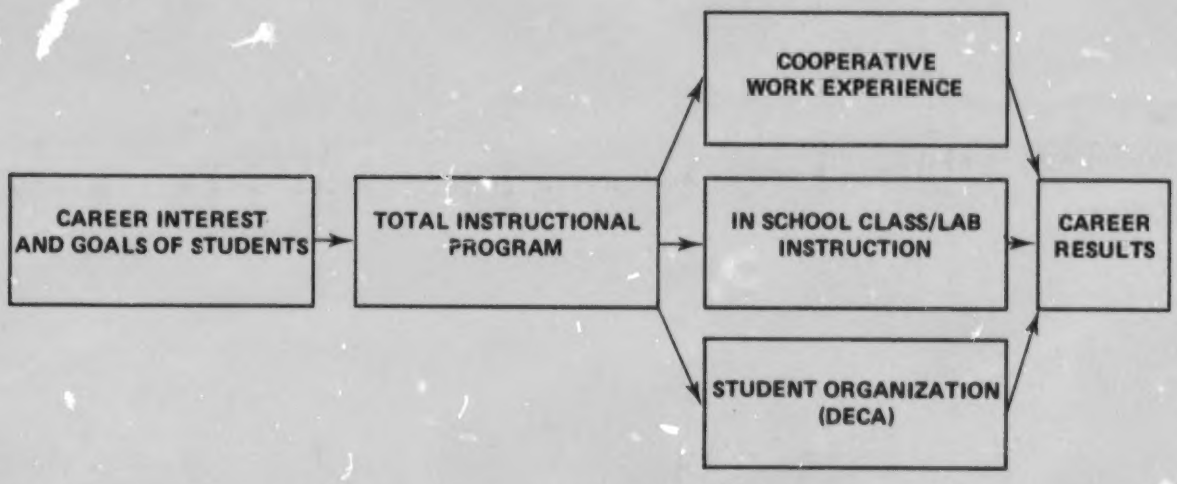

Individual
Learner
Producer
Citizen
Family Member
Consumer
DISTRICT GOAL
The student will have skills and knowledge appropriate to the role of producer.
COMPETENCIES
PROGRAM GOAL
The student will understand the basic economic processes involved in the distribution of goods and services.
Given appropriate information, the student will identify various distribution systems.
COURSE GOAL
(Marketing I)
The student will be able to explain in writing the flow of products from producer to the point of final sale.

Goals are intended to help teachers, program specialists and administrators plan programs. Goals promote a framework for planning that can be shared by all those doing similar planning. Goals help in planning for individual student goals and interests, to be done within the limits of available resources. It is important that marketing teachers be directly involved in developing district, program and course goals so that the marketing cluster is coordinated with other program areas.

Marketing programs are offered high school through community college (where programs in distribution, retail management, middle management,

sales, banking and finance and real estate are available). There is a strong emphasis in Oregon community colleges to provide courses for employed, underemployed, and unemployed adults, supervisory personnel, and managers.

High schools offer either one or two-year marketing programs. In all secondary programs, on-the-job experience is emphasized. It is estimated that some 1500 employers support marketing programs by working directly with school personnel in arranging work experience which complements in-class instruction. Often, students are excused from class to work, and cooperation between business and school is a unique feature of the program. Business leaders, through advisory committees, help keep curriculum coordinated with business needs and practices. A number of schools are operating campus shops or student stores, a move to reinforce the more traditional academic approaches with real business experience.



Marketing students gain leadership experiences through the Distributive Education Clubs of America (DECA), a vocational student organization supported by a number of local and national companies. High schools with marketing programs can establish local DECA chapters; these chapters together form the Oregon Association of DECA. Statewide activities include an annual State Career Development Conference featuring competitive activities in such areas as: food marketing, foodservice, general merchandising, petroleum marketing, finance and credit, local community marketing projects, and civic activities. Oregon delegates participate and compete with students from all over the United States at the National Career Development Conference.

Program coordination and development are provided through the Oregon Department of Education. The state specialist for marketing and distributive education is responsible for program approval, evaluation of program effectiveness in meeting employment needs, curriculum development, and program planning.

WHAT IS A MARKETING OCCUPATIONS CLUSTER?

A marketing occupations cluster is a group of occupations having similar tasks.

The marketing cluster groups occupations having to do with selling of real estate, appliances and general merchandise; operation and management of firms in the business of selling; and purchasing, shipping, receiving and stocking merchandise.

Prominent occupations in the marketing cluster include:

- stock clerk
- real estate broker
- insurance agent (life & health)
- building supplies sales agent
- department manager
- operations officer
- account executive
- auto sales agent
- purchasing agent
- real estate sales agent
- general sales agent
- general salesperson
- cashier/checker
- auto parts counter person
- insurance agent (fire & casualty)
- shipping/receiving clerk

A sampling of tasks from the occupations within the cluster shows a requirement for the ability to communicate:

- sell and promote products by telephone (auto parts counter person)
- question customer to determine needs (building supplies sales agent)
- direct customer to location of merchandise (cashier/checker)
- make suggestions to meet customer needs (general sales agent)
- suggest alternate merchandise to customer making return (general salesperson)
- listen to customer concerning complaint (operations officer)
- canvass by telephone to identify prospects (insurance agent, fire & casualty)
- discuss new insurance ideas with clients (insurance agent, life & health)
- present buyer's offer to seller (real estate sales agent)
- complete closing sequence with buyer (real estate broker)
- call correct carrier (stock clerk)
- counsel employes on safety (department manager)
- renegotiate contract (purchasing agent)
- provide information requested by client (account executive)
- explain car features to customer (auto sales agent)

Upon completing an occupational cluster, students should have developed knowledge and skills standard for most occupations within the cluster, and should be prepared to seek work or further training in the occupation of their choice.

MARKETING OCCUPATIONS CLUSTER CURRICULUM

This guide is designed to show teachers what specific knowledge and skills qualify students for entry-level employment (or post-secondary training) in marketing occupations. The teacher, with the help of an advisory committee, can organize a curriculum to instruct students according to individual needs.

The basic knowledge and skills are contained in two occupational specialty courses: Marketing I (Basic) and Marketing II (Advanced).

A marketing program should include:

Occupational exploratory experiences in grades seven through ten. This is the time for students to develop career goals and plans. Courses in general business, typewriting, SUTOE (self-understanding through occupational exploration), industrial arts, or home economics provide a foundation for the marketing cluster in grades 11 and 12.

Occupational guidance. Guidance helps students learn more about themselves, and helps them choose occupational fields which are challenging and fulfilling.

Marketing cluster courses in grades 11 and 12. Courses (Marketing I and II) should be offered the equivalent of two periods per day, or ten hours per week. This is a minimal amount of time in which to study and acquire that experience called for by the course goals.

Allied support courses in grades 11 and 12. Students should be offered supplemental courses to sharpen particular interests and talents, and help them attain occupational goals. (See page 13 for a list of recommended allied support courses.)

Cooperative work experience. Programs should provide on-the-job training which can help improve career decision-making skills. Work experience should be a part of the required time block as electives. An Oregon Department of Education publication *Cooperative Work Experience Coordinators' Manual** talks about establishing related work experience in the community.

Projects. Projects are individually designed laboratory learning experiences similar to on-the-job training. Projects may be used in lieu of cooperative work experience in situations where community resources cannot provide suitable training stations for all students.

Co-curricular activities of the Distributive Education Clubs of America (Oregon Association of DECA). DECA is recognized as an integral and co-curricular part of the marketing program. The purposes of DECA are to promote vocational understanding, civic consciousness, and social leadership

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**Cooperative Work Experience Coordinators' Manual.* (Salem: Oregon Department of Education, 1972)

skills. Chapter activities relate directly to employment needs for marketing occupations.

The following design for a two-year marketing cluster program may be used in its entirety or in part.

MARKETING I	MARKETING II	ACTIVITIES/PROJECTS
Juniors or Seniors 1st year of program	Seniors in 2nd year of program	Juniors or Seniors enrolled in Marketing I or II

COOPERATIVE MARKETING I	COOPERATIVE MARKETING II
1st year of supervised employment for Juniors or Seniors enrolled in Marketing I or II	2nd year of supervised employment for Seniors who have taken CMI and are taking Marketing II

Course Descriptions

Marketing I (first-year course) is designed to develop fundamental skills needed in a majority of distributive occupations, including: basic economics, communications, human relations, mathematics, personal selling, advertising, visual merchandising, and some operations. This course can improve student placement success in entry-level jobs, or in senior year cooperative work programs. Seniors may be accepted into this course if they are enrolled in Cooperative Marketing I, as described below.

Marketing II (second year or advanced course) involves further refinement of Marketing I fundamentals, with additional work in buying, pricing, management, and sales promotion techniques. Individual instructional plans should be developed which emphasize career objectives, and which help students acquire product awareness and special skills. These individual plans should be developed along with on-the-job training plans in cooperation with employers. Only seniors who have successfully completed Marketing I should be enrolled, and each Marketing II student should also be enrolled in Cooperative Marketing.

Activities/Projects involve individual and small group activities in class that build on Marketing I and II, if cooperative work experience is not available. IDECC Learning Activity Packages (LAPS), Merit Award Program (MAP), and DECA competitive activities can be included in this period. Also, in-school store labs are excellent training grounds.

Cooperative Marketing I involves supervised employment to complement in-school instruction; a minimum of ten hours per week is usually the equivalent of one or more units of credit.

Cooperative Marketing II is supervised employment for the second year student upon completion of Marketing I and Cooperative Marketing I in the junior year; a minimum of ten hours per week is usually the equivalent of one unit of credit.

A Variety of Options

Participation in the above courses can vary from one unit of exploratory experience to six units for all the courses. Juniors can enroll for two years; seniors may enroll for one year provided that more than one unit of study is scheduled. Most schools urge two years of participation. (See the following page for a sample curriculum schedule.)

SUGGESTED CURRICULUM SCHEDULE

Period	Grades 7 and 8	Grade 9	Grade 10	Grade 11	Grade 12
I	Social Studies	Language Arts	Language Arts	Language Arts	Business Communications
II	Language Arts	Mathematics	Personal Finance	Social Studies/History	*Allied Supporting Elective
III	Mathematics	Health or Physical Education	Health or Physical Education	Citizenship/ Government	*Business Electives
IV	Health and Physical Education	Science	Cluster Exploratory Course	*Allied Supporting Elective (Cooperative Work Experience)	* Allied Supporting Elective (Cooperative Work Experience)
V	Science, General Music	Typing	Allied Supporting Electives (Speech, Recordkeeping or Bookkeeping, Business Machines, Typing, etc.)	Marketing Cluster Course (Marketing 1)	Marketing Cluster Course (Marketing 1 or 2)
VI	Career Exploratory Elective	*Allied Supporting Elective			

Required Courses (including graduation requirements)

Occupational Specialty Course

Curriculum Electives

Students may choose early release for cooperative work experience, or the options of the school store lab or project method, if in Grade 11.

The Oregon Department of Education recognizes that each local school district will encounter unique scheduling problems when implementing an occupational cluster program at the secondary level. The *State Plan for Vocational Education* sets guidelines for time blocks; local districts exercise flexibility within these limitations to adapt to specific needs.

*Business Law, Accounting, Economics, Business Math, Data Processing, Business Machines

SUGGESTED ALLIED SUPPORT COURSES

The following list of allied support courses is recommended for students enrolling in a marketing occupations cluster curriculum.

High school course offerings provide many of the opportunities mentioned in the following course descriptions, although course titles may differ. Courses generally found in the high school curriculum (such as basic economics, speech, etc.) can serve as support courses—electives. In most cases the existing program, with only slight content modification, will provide the experiences suggested in the following descriptions. Students need to consider all available courses and discuss various alternatives with parents, school counselors, and marketing advisors. This added perspective can help students choose education programs more realistically.

Business

The most obvious support courses for the marketing student are those frequently included with business education. Data processing, business machines, business communications, business law, bookkeeping or record keeping and typewriting are strongly recommended electives for marketing students. Other recommended courses include consumer economics, personal finance, accounting, briefhand or shorthand, and office procedures.

English

Courses which strengthen speaking, writing, listening and reading skills, as well as instruction in spelling, punctuation and sentence structure, would be beneficial to the student. Such courses might include journalism, creative writing, speech or drama, business English and communications.

Mathematics

A strong trend in mathematics education is for more emphasis on problem solving and problem-solving skills, including: gathering, organizing and presenting data; recognizing or defining the problem; choosing problem-solving strategies; estimating, approximating, and predicting; computing. Computation skills should include mental arithmetic, paper and pencil activities, and the use of calculators and computers. Depending on the level and needs of the student, courses such as refresher, applied, consumer, or business math might be helpful.

Social Studies

Courses which provide students with a better understanding of themselves and others, business environments, a neutral view of the capitalist system, and economics generally would be beneficial. Examples include psychology, individual and group behavior, modern problems, and economics.

Fine Arts

Courses which help develop students' special aptitudes or interests would prove helpful for those pursuing careers in fashion, design, visual merchandising, advertising, or similar creative fields. Such courses might include home economics (textiles, fashion design, tailoring), graphic design, art, drafting and commercial art.

For students interested in advanced education or in international trade, foreign languages such as German, Japanese, French or Spanish would prove beneficial.

Other Cluster Programs

It is reasonable to assume that students may have occupational interests which overlap into other cluster programs. Students may have double interests which would necessitate their receiving training in more than one cluster area. For example, a student with interests in fertilizer sales, farm equipment sales, farm supply management, or other agri-business related areas may also enroll in the agricultural cluster program. This interrelationship increases the student's options and may help to eliminate unnecessary curriculum duplication.

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PROGRAM MANAGEMENT

The marketing occuptions program requires the coordination of a number of program elements in order to fulfill individual student goals. Each element, in turn, involves a variety of instructional tools and options which can be utilized in any number of instructional settings. The following is a brief description of some of these options.

IN SCHOOL INSTRUCTION

Individualized Instruction

By its very nature, the cluster concept demands the use of some method of individualized instruction. No matter what method is used, it should be based on student performance that is measurable.

The use of an individualized learning system requires a reorientation of the instructor's role. The instructor becomes a counselor and a director to help guide the student. The instructor answers questions on an individual basis; occasionally holds discussions with the whole class; holds small-group seminars and discussions. Maintaining a record of the student's progress is important.

An inservice program may be needed to orient instructors to their new roles and to the proper ways of implementing and directing individualized learning systems.

Any individualized system should be able to do the following:

1. Give credit for previously learned and demonstrated skills.
2. Inform each student of the specific outcomes for which that student will be responsible.
3. Allow students to progress individually.
4. Allow students to pause for remedial assistance, and then resume their studies.
5. Monitor each student's progress.

Student Store

A school store operated by marketing students can complement classroom instruction and on-the-job training. It can help prepare unemployed students by providing basic skills and good work attitudes: students learn how a store operates; they contact vendors and perform paperwork and bookkeeping procedures; they are involved in management decisions and learn to develop positive relationships with co-workers. In effect, they get 'hands-on' experience not necessarily available through other channels. And, a modern well-run store is good public relations for the school.

Interdisciplinary Approaches

In order to cover the many aspects of marketing skills, working with teachers in other disciplines and team teaching may prove advisable. For example, the

marketing and math teachers can switch classes: math students learn about making change and operating a cash register; marketing students learn calculation techniques. The home economics teacher can teach marketing students about textiles; the marketing teachers can explain job application techniques. This same type of approach can also apply to the student store: student-made items (e.g., jewelry, tailored goods, wood and metal shop products) can be sold through the store; advertising can be arranged in cooperation with the school newspaper, journalism students can practice writing for a marketing audience. The possibilities are almost endless.

COOPERATIVE WORK EXPERIENCE

With marketing occupations programs, the term 'cooperative' refers to the working relationship between the marketing community and local schools. Marketing instructors and employers work together to develop on-the-job learning experiences for students to reinforce classroom instruction, for which students are awarded credit. Training sponsors at work stations help coordinate on-the-job activities and supervise trainees. Students, teachers and sponsors plan and evaluate the program on a regular basis.

Training Agreement

The marketing instructor and training sponsor outline individual student's responsibilities and training experiences on-the-job. Job experiences are coordinated with classroom instruction and opportunities are identified for the student to apply curriculum on-the-job. The agreement is usually signed by the employer, student, teacher, and parents or guardian; it requires school approval.

Training Plan

Training plans detail the tasks to be learned by individual students, and they may suggest learning activities for each task. Plans serve as a structure for learning experiences; they also can help in evaluating student progress. Plans can be maintained by students to help them develop a sense of responsibility toward their own progress.

The Project Method

In cases where students are too young for on-the-job training, or employment stations are not available in the community, alternative approaches will be needed. One approach is projects designed to provide occupationally related experiences. Coordinated with classroom instruction, projects are scheduled in addition to regular classroom instruction. Goals are identified and activities are listed on project training records. Project experiences may include directed observation, school store management and operation, marketing survey data collection and analysis, skills development, and career planning.

VOCATIONAL STUDENT ORGANIZATION

Distributive Education Clubs of America (DECA)

DECA is a nonprofit, school-based organization designed to promote leadership; it is a program of student activities integrated with instruction that offers awards and scholarships, career development conferences, leadership training and educational projects. It is a valuable instructional tool through which many course goals can be met by students through motivational and exciting activities.

DECA is organized into local, state and national chapters. At the local level, marketing students organize chapters and elect student officers; the marketing instructor serves as chapter advisor. All chapters in the state are chartered by and comprise a state association of DECA; national DECA is composed of state associations with officers elected by the state associations.

DECA is composed of five divisions. The three student divisions are high school, junior collegiate and collegiate. DECA's two adult divisions are an alumni division, composed of former DECA members at all levels, and a professional division, composed of teacher-coordinators, teacher-educators, marketing education supervisors and administrators, business personnel and parents.

One of the major activities of DECA is the Merit Awards Program (MAP). MAP activities correspond to skills needed in marketing; individual student achievement is recognized (bronze, silver and gold medals are awarded). Students must demonstrate knowledge of economics, products and services, communications, interpersonal and public relations, and marketing. DECA's role is growing; with more industry-based courses, competitive programs add another angle: more hands-on experience by working with the industry.

ADVISORY COMMITTEE

As programs grow, program advisory committees can offer needed industry expertise that instructional staff may not have, and they can help manage the program. (The Department's *Advisory Committees in Career Education* (1978) can fill-out the picture.)

Committee members:

Advise on course content; help obtain display equipment, materials and equipment; provide resource speakers, trade materials, occupational information.

Help establish program entrance standards.

Act as liaison between school and the business community.

Help organize cooperative programs.

Identify training stations; recommend job rotation, help determine criteria for measuring student performance.

Work with labor and management to smooth cooperation; help graduates get jobs.

Select committee members from persons who have hired students from the program (line supervisory personnel, owners of small businesses, management, labor) and show a sincere interest and willingness to contribute to program development.

CAREER GUIDANCE

Career guidance is not the sole responsibility of the counselor—teachers need to be involved. Flexibility is key; utilize all options to relate instruction to marketing occupations: work experience, resource speakers, field trips, individual student research.

RECRUITMENT

Recruit students by providing exploratory activities to acquaint them with occupations and training opportunities. Student interest is the main criteria for admittance to the program; educational background and general aptitude should also be considered.

PROFESSIONAL STAFF DEVELOPMENT

Marketing teacher-coordinators primarily are graduates of a teacher training institutions (combining educational training with occupational work experience) or they are recruited directly from business, with experience in one or more marketing occupations. In both cases, courses in retail merchandising, personal selling, advertising and visual merchandising are desirable, including audiovisual training. Most important is that these individuals know how the program is structured (including cooperative work experience and DECA activities) and that they have management and planning skills, and career guidance training.

Inservice training can fill in skills that are lacking or provide a broader awareness of marketing occupations. One approach is the supervised occupational internship program which allows teachers to work during the summer months under a training plan agreement for pay and graduate credit. Too, involvement in a professional teachers organization, particularly the Oregon Distributive Education Association (ODEA) affiliated with the Oregon Vocational Association (OVA), can help with awareness of trends, and it allows for communication with other teachers.

PROGRAM ASSESSMENT

Assess your program—annual assessment is especially useful for determining program priorities, developing long-range plans, involving the advisory committee and planning budget. (See page 129.)

LONG-RANGE PLANNING

Long-range planning for marketing can help instructors and sponsors assess program effectiveness; it can guide program development in light of what really works, as well as employment needs, staffing limitations and financial resources. Long-range planning is an annual activity that should be done in coordination with assessment; instructors, students, sponsors and advisory committees should be involved.

INSTRUCTIONAL EMPHASIS AREAS

INSTRUCTIONAL EMPHASIS AREAS

Listed below are the program goals around which chapters are organized.

The student will know what the marketing cluster program has to offer and how to apply for employment in a marketing occupation.

The student will be able to make tentative career choices based upon individual abilities and interests.

The student will understand the basic economic processes involved in the distribution of goods and services.

The student will be able to apply human relations techniques with co-workers, employers and customers which promote success on-the-job.

The student will be able to use effective communication skills as these skills apply to marketing occupations.

The student will be able to apply basic math skills as these skills relate to marketing occupations.

The student will be able to apply fundamental sales promotion techniques as these techniques relate to the sale of goods and services.

The student will be able to apply basic business procedures which promote successful marketing business operations.

The student will be able to apply fundamental management techniques as these techniques relate to marketing business operations.

The student will be able to apply marketing principles and human relations techniques to a specific marketing area.

These goals parallel or go beyond the suggested goals for marketing occupations found in the *Elementary-Secondary Guide, Part II** and are designed to provide the student with learning opportunities to develop skills and knowledge in the key areas of marketing.

Marketing is not synonymous with courses titled operations officer, real estate broker or stock clerk. Such programs are specialized and limited in scope. Marketing offers the student a broad range of knowledge and skills development opportunities.

In each of the emphasis areas which follow, suggested course goals, learning activities and performance indicators are given to assist the instructor in the development of a well-rounded marketing program.

**Elementary-Secondary Guide for Oregon Schools, Part II: Suggestions.* (Salem: Oregon Department of Education, 1977), p.99.

ORIENTATION

COURSE GOALS

The student will:

know what options are available to students in the marketing occupations program.

know what skills are necessary to secure and maintain employment.

COURSE GOAL:

The student will know what options are available to students in the marketing occupations program.

PERFORMANCE INDICATORS:

Students can briefly explain the Oregon cluster concept and the marketing cluster in particular.

SUGGESTED LEARNING ACTIVITIES:

Given background information, have students discuss the following questions about the marketing cluster with other students:

- What is a cluster?
- How do industries interrelate?
- What part do employers play?
- What are some examples of marketing occupations?

Provide students with a list of occupational areas identified by the U.S. Office of Education. Explain how occupations interrelate and what part this interrelationship plays in the marketing cluster.

Identify key local, state, and national employers for marketing cluster graduates.

Provide students with information about the marketing cluster: curriculum, instructional approaches (including school store, individualized instruction, projects, IDECC, DECA), and grading (evaluation).

Provide students with information about cooperative work experience; e.g., what is meant by cooperative work experience; policies, requirements and legal aspects involved; forms and training plans, evaluation techniques.

Provide students with information about DECA; e.g., what is DECA; organizational structure, activities and conferences; how to join.

Discuss the school store.

COURSE GOAL:

The student will know what skills are necessary to secure and maintain employment.

PERFORMANCE INDICATORS:

Students can secure and maintain employment.

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SUGGESTED LEARNING ACTIVITIES:

Offer students tips on how they can successfully secure employment; e.g., personal appearance (grooming and dress), locating prospects, writing resumes, filling out application forms, interview techniques, how to follow-up.

Offer students tips on how to perform successfully on-the-job; e.g., adjustments to work settings, responsibilities, employer-employe relations, unions, equal opportunity laws.

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CAREER GUIDANCE

COURSE GOALS

The student will be able to:

match abilities and interests with career choices.

balance personal preferences with career choices.

utilize the resources of schools, business, labor and industry in personal career development.

apply decision-making skills in making career choices.

involve an interested adult when making career decisions.

COURSE GOAL:

The student will be able to match abilities and interests with career choices.

PERFORMANCE INDICATORS:

Have students discuss personal goals in terms of interests and abilities.

SUGGESTED LEARNING ACTIVITIES:

Give students the opportunity to rate their abilities and potential using aptitude tests and interest surveys (GATB, ASVAB, etc.) Ask qualified personnel to interpret the results.

Provide the class with information about job opportunities in marketing and distribution. Have students use the CIS (Career Information System) terminal or needlesort for information about careers.

Invite a career guidance counselor to class to discuss career opportunities and how interests and abilities relate to career choices. Suggest the DOT *(Dictionary of Occupational Titles)* and other references to aid students in developing career goals.

As a class, discuss job classifications for marketing and distribution occupations.

Ask students to summarize in writing what they consider to be their abilities and interests.

COURSE GOAL:

The student will be able to balance personal preferences with career choices.

PERFORMANCE INDICATORS:

Ask students to discuss jobs in terms of personal preferences. How might the ways we live affect career choices?

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SUGGESTED LEARNING ACTIVITIES:

Divide class into small groups. Hand out 5 x 8 cards and ask students to write: in the middle, the name they wish to be called; under the name, what they do in their part-time job; upper right, something they would like to do other than this job; upper left, a place that they would like to visit; lower left, a person they admire; lower right, one word which describes them. Have students secure the cards so that others can see them. Take turns in the small group and talk about the items on the card and answer questions.

Use the same procedure as above only record different information (turn the card over): in the middle, write the name you wish to be called; upper right, geographic place you would like to work and live; upper left, an occupation you would like to do outside of your present job; lower left, a word that describes what you like best about your occupation; lower right, a person whose work you admire. Take turns in the small group and talk about the items on the card and answer questions.

Following small group discussions, bring students together to talk about the differences they found among their personal preferences and career choices.

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COURSE GOAL:

The student will be able to balance personal preferences with career choices.

PERFORMANCE INDICATORS:

Ask students to discuss jobs in terms of personal preferences. How might the ways we live affect career choices?

SUGGESTED LEARNING ACTIVITIES:

Ask students to interview adults about why they chose their particular fields of work. What do they like about their jobs? What would they like to see changed? Discuss findings as a class.

Invite guest speakers from various marketing fields to discuss their jobs.

As a class discuss: What makes people happy on the job? What gives people a sense of pride in their work? Why should these factors be considered when choosing careers?

Using a list of job characteristics, ask students to rate these on a scale of 1 to 10 in terms of importance. As a class, tally the results and discuss.

Have students identify job characteristics which foster feelings of personal satisfaction.

Invite a personnel manager to class to discuss the importance of personal satisfaction in relation to job success.

COURSE GOAL:

The student will be able to utilize the resources of schools, business, labor and industry in personal career development.

PERFORMANCE INDICATORS:

Have students utilize resources which can help them make tentative career choices.

SUGGESTED LEARNING ACTIVITIES:

Provide students with resources from school, business, labor and industry.

Ask students what they would do if in five years their career choices no longer existed. Refer students to the DOT and the Occupational Outlook Handbook.

Ask students to interview people who have shifted careers due to job phase-out. How do companies help employes whose jobs have become obsolete?

Have students prepare lists of resources in their career areas. Each listing should include the name of the business, its address and phone, the name of a contact person and the best time of day to make contact, and some general information about the business. Compile a directory for class use.

Have them select a career and interview personnel in that field to determine what qualifications are involved. Share findings as a class.

Have students research the *Occupational Outlook Handbook* and other resources to determine what the future holds for their chosen careers. Have students determine their own potential for employment based on this information.

Help students prepare a presentation on marketing and distributive occupations in the community. You could divide the class into groups according to occupational areas (e.g., retailing, wholesaling, etc.)

COURSE GOAL:

The student will be able to apply decision-making skills in making career choices.

PERFORMANCE INDICATORS:

Given various methods for making decisions, ask students to identify personal strategies in making choices, including career decisions.

SUGGESTED LEARNING ACTIVITIES:

Provide students with the following model, and have them make tentative career choices: 1) determine the manner for collecting data (communication), 2) consider all possible alternatives (action), 3) consider the possible outcomes for each alternative (results of action), 4) consider the probability for each outcome (chance of result due to action), 5) consider the desirability of each outcome (what you want to happen), 6) consider the risks taken in making a decision.

Have students identify the various methods they have used during the past week to make decisions. Share these techniques as a class. How was relevant data identified? How was additional information obtained? Did others influence the decisions?

Ask students to think of things they would like to do (e.g., go to college, travel, etc.) and ask them to reach decisions about these aspirations. Then ask volunteers to outline their decision-making steps on the board. Would you use the same steps? Would you have arrived at the same decisions?

Identify a decision that needs to be made collectively. As a group, discuss all the implications at each decision-making step. Was it possible for the group to reach a consensus?

COURSE GOAL:

The student will be able to apply decision-making skills in making career choices.

PERFORMANCE INDICATORS:

Given information about educational opportunities, have students determine where they should seek further job preparation (i.e., work experience, post-secondary education).

SUGGESTED LEARNING ACTIVITIES:

Through the counseling center, provide students with information about educational opportunities. Ask students to write or personally contact schools and businesses. As a class, share information.

Invite personnel from local specialty schools to class or escort interested students to these schools. Ask students to prepare questions in advance.

Let students know when college admissions personnel visit the school. Ask them to attend interviews and report back to class.

COURSE GOAL:

The student will be able to involve an interested adult when making career decisions.

PERFORMANCE INDICATORS:

Using available information, have students make tentative career choices with the assistance of teachers, counselors, parents or guardians.

SUGGESTED LEARNING ACTIVITIES:

Have students plan a career day (or evening) at which time tentative career choices can be discussed with cluster teachers and guidance counselors. Students should have files on hand containing information about their career choices.

Set up individual conferences for students and their parents or guardians to discuss career options.

ECONOMICS

COURSE GOALS:

The student will be able to:

explain the flow of products from producer to final sale.

explain the effects of time-place-possession-form utility on sales.

explain the key components of a modified free enterprise system.

explain the effects of market segmentation on local businesses.

explain consumer buying motives in relation to product or service benefits.

explain ethical business practices.

COURSE GOAL:

The student will be able to explain the flow of products from producer to final sale.

PERFORMANCE INDICATORS:

Given background information about distribution systems, have students describe the flow of products from producers to consumers.

SUGGESTED LEARNING ACTIVITIES:

Discuss with the class various local and national distribution systems. Cite local examples.

Have students look into the shipping departments at their training stations (or at local businesses) to determine how goods are transported from producers to vendors. Students should be prepared to explain each step, the terms involved, and how long it takes to complete shipments.

Invite production and merchandising personnel to class to discuss the flow of merchandise through distribution systems.

Have students match products to distribution systems, justifying their choices.

Ask students to research specific products from the standpoint of distribution channels. How do such channels apply to the student store?

COURSE GOAL:

The student will be able to explain the effects of time-place-possession-form utility on sales.

PERFORMANCE INDICATORS:

Given background information, have students determine the effects of:

providing goods and services at the right times (seasonal and time of day);

offering goods and services at convenient locations (place utility);

SUGGESTED LEARNING ACTIVITIES:

Invite a speaker to class to discuss the effects of time-place-possession-form utility on sales. (More than one area of marketing should be included.)

Have students interview merchandise managers from local retail stores to determine the importance of providing goods according to seasons or times of day. How do managers coordinate purchasing so that merchandise is in the stores at the right times? How are goods warehoused to accommodate time factors?

In the student store, have students keep track of the number of times customers request items which are out of stock, how many times requests for item replacement are made, and how long it takes for these requests to be filled. How do such requests affect sales? How can delays be prevented?

Hold a class discussion concerning the sales benefits of providing goods and services on time. How does this concept relate to the student store?

Have students describe how their training stations or local businesses cater to customer convenience.

Have students identify places where merchandise is stored and how long it takes to retrieve merchandise from storage and make it available to consumers. How does this relate to the student store?

PERFORMANCE INDICATORS:

having goods and services available in the forms needed by customers.

SUGGESTED LEARNING ACTIVITIES:

As a class, discuss why it is important that merchandise or services be available when customers need them. How does this relate to the student store?

COURSE GOAL:

The student will be able to explain the key components of a modified free enterprise system.

PERFORMANCE INDICATORS:

Ask students to identify various types of business ownership.

SUGGESTED LEARNING ACTIVITIES:

This activity concerns partnerships. Ask students to solve problems similar to the following: Assume that Jones, Douglas and Jennings invested $10,000, $15,000 and $20,000 respectively in a partnership. (1) If the partnership agreement stipulates that profits be divided in direct proportion to individual investments, how would profits of $8,000 be shared? (2) If the partnership agreement provides that each partner is to receive 6 percent interest on the individual investment, and the remaining profits are to be divided equally, how much should each partner receive if profits amount to $9,900?

The following activities concern corporations:

Ask a group of five students to form a corporation. Have them write out articles of incorporation and present these to the class.

Using school and city libraries, have students investigate Oregon requirements covering: (a) organizing a corporation, (b) obtaining a charter, (c) selling and issuing stock, (d) publishing reports.

Have students obtain copies of corporate annual reports, study the contents and list the kinds of information included.

The following activities concern sole proprietorships and partnerships:

Ask students to write reports for class on the following topic: "With the trend toward large scale business today, do you think there is any chance that small scale retailing

SUGGESTED LEARNING ACTIVITIES:

establishments will disappear:" Ask students to research local businesses, as well as trade journals, school and industry libraries.

Have students list five enterprises in the community which are single proprietorships and five that are partnerships. Ask students to contact owners to discuss how their businesses are organized, and discuss findings as a class.

The following activities concern franchise businesses:

Utilizing school and city libraries, as well as interviews, ask students to research franchises. Discuss findings as a class.

Have students survey franchise businesses in the community and report back to class:

- What territory is covered by the franchise?
  Does one company control the franchise?
  What are the local and state regulations governing franchises?
  What are the advantages and disadvantages of franchising?

The following activities concern cooperatives:

Ask students to solve this or a similar problem: The net profits of a retail cooperative is $4,000 and the purchases made by members amount to $54,000. If the profit is divided in proportion to the purchases, how much should be given to a member who made purchases of $500?

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SUGGESTED LEARNING ACTIVITIES:

Assume that you were given the task of setting up a cooperative store for your school: (a) How would you go about forming a board of directors? (b) What qualification would you expect of the manager? (c) What personnel would be needed to operate the store? (d) Would membership in the cooperative be limited to students?

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COURSE GOAL:

The student will be able to explain the key components of a modified free enterprise system.

PERFORMANCE INDICATORS:

Given real or simulated situations, ask students to identify and explain the effects of competition on business.

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SUGGESTED LEARNING ACTIVITIES:

Hold a group discussion on how students perceive the effects of business competition.

Using current news periodicals available through the library, have students research that portion of the Sherman Anti-Trust Act that affects distribution. Report findings in class.

Ask students to research the effects of the Clayton Act and other price regulatory legislation. Report findings in class.

Have students write and present reports on U.S. patent laws which protect inventions and ideas. How do these laws relate to competition?

Have students research laws governing school store operations and report findings in class.

COURSE GOAL:

The student will be able to explain the key components of a modified free enterprise system.

PERFORMANCE INDICATORS:

Given real or simulated situations, ask students to identify the effects of the Gross National Product Index (GNP) on local businesses.

SUGGESTED LEARNING ACTIVITIES:

Given reference materials, ask students to explain in writing what the GNP is and how it relates to businesses locally. Discuss as a class.

Have students interview comptrollers (or financial managers) at their training stations or local businesses concerning the effects of the GNP on business.

Using reference materials, have students prepare a chart showing the GNP since 1900 at ten-year intervals. Ask students to identify product trends over the years. Discuss the chart in class.

COURSE GOAL:

The student will be able to explain the key components of a modified free enterprise system.

PERFORMANCE INDICATORS:

Given real or simulated situations, ask students to determine the effects of supply and demand on the availability and prices of products and services.

SUGGESTED LEARNING ACTIVITIES:

Using the situations below, ask students to explain how supply and demand influence pricing:

A department store reduces the price of its Christmas cards by 50 percent two days before Christmas.

An appliance dealer encourages customers to buy an air conditioner before a certain date and receive a camera free.

A concession stand sells 10 cent candy bars for 20 cents at a ball game.

Ask students to interview supervisors or local business personnel to determine how supply and demand affects the availability and prices of products and services. Compare findings in class.

How does supply and demand affect the student store?

COURSE GOAL:

The student will be able to explain the key components of a modified free enterprise system.

PERFORMANCE INDICATORS:

Given real or simulated situations, ask students to determine how profits affect business activities.

SUGGESTED LEARNING ACTIVITIES:

Ask students to describe how profits affect business activities. How do profits influence employment, investments in goods and fixtures, job satisfaction and employe morale, business ethics?

Ask students to solve the following problem: Person X has operated a business for one year. The total initial investment in merchandise plus cash on hand was $35,000, which was saved over a number of years. At the end of the year, a net operating profit of $16,000 was realized. Assume that the going rate of interest on investments is six percent. What was the profit (or loss)? Would person X have been better off working for another in a salaried position and investing earnings in a credit union or bank? Explain your answer.

Ask students to assume that they are on a company's board of directors. They have been asked to formulate a plan for distributing profits to shareholders. The board will decide how much money to set aside as "retained earnings" and how such earnings will be reinvested (e.g., possible expansion, new equipment, replacement of parts, research and development). Discuss the plan as a class.

Invite a resource person to class to discuss the effects of profits on business.

How do profits affect the student store?

COURSE GOAL:

The student will be able to explain the key components of a modified free enterprise system.

PERFORMANCE INDICATORS:

Given real or simulated situations, ask students to determine the effects of taking risks on business stability.

SUGGESTED LEARNING ACTIVITIES:

As a class, discuss various types of business risks (economic, natural, human). Ask students to relate these risks to their own training stations. Do students feel that their companies may be taking risks? What types?

As a class, identify ways businesses can reduce risks (economic, natural, human). How might insurance influence risk-taking?

Have students identify ways in which sound management can reduce risks.

Ask student store managers to purchase a "risk" item, keeping sales statistics for this item. Report findings in class.

COURSE GOAL:

The student will be able to explain the effects of market segmentation on local businesses.

PERFORMANCE INDICATORS:

Given real or simulated situations, ask students to determine methods for market segmentation, and identify the effects of segmentation on local businesses.

SUGGESTED LEARNING ACTIVITIES:

Ask working students to identify specific markets their employers best serve and how these markets are served.

Using the following hypothetical case, ask students to identify the problem, what facts need be considered, a number of solutions from differing points of view, how well each solution might work, and which solution they feel is the most appropriate.

X and Y work part time in a local drugstore where they frequently arrange window displays. One day their boss asked them to arrange a window on cold remedies. X told Y that they ought to design the window display in order to attract teenagers, a new group of customers, because most of the store's clients were over 40. Y knew the display was intended to remind regular customers to stock up on cold remedies. What are the advantages and disadvantages of each approach? How might approaches be combined to attract both audiences?

COURSE GOAL:

The student will be able to explain consumer buying motives in relation to product or service benefits.

PERFORMANCE INDICATORS:

Given real or simulated marketing situations, ask students to identify basic human needs, and other consumer motives.

SUGGESTED LEARNING ACTIVITIES:

Ask students to list 10 items they sell at work (if not employed, then 10 items of merchandise). Then ask them to describe the human needs that each product or service aims to satisfy.

Invite a professional salesperson to class to discuss consumer buying motives.

Have students pick five items that they sell and determine whether each item satisfies rational, emotional, or patronage buying motives.

Have students pick five items that are sold at the student store and determine whether each item satisfies rational, emotional, or patronage buying motives.

COURSE GOAL:

The student will be able to explain ethical business practices.

PERFORMANCE INDICATORS:

Given an hypothetical situation, ask students to identify ethics between employe and employer.

SUGGESTED LEARNING ACTIVITIES:

Ask students to interview their employers concerning ethical behavior in business. Which qualities were most frequently cited?

Have students interview union officials (or representatives) concerning employe rights, and how organized labor works to protect those rights.

Ask representatives from management and unions to class to discuss organized labor and its impact on businesses and employes.

Ask students to interview their employers (or local employers) to determine ethical ways to leave jobs. Discuss findings as a class.

COURSE GOAL:

The student will be able to explain ethical business practices.

PERFORMANCE INDICATORS:

Given real or simulated situations, ask students to identify ethics when dealing with co-workers.

SUGGESTED LEARNING ACTIVITIES:

Ask students to interview ten employed individuals about any concerns they might have with co-workers. How does ethical behavior influence on-the-job conditions?

Ask students to identify "other than selling" ethics when dealing with co-workers.

COURSE GOAL:

The student will be able to explain ethical business practices.

PERFORMANCE INDICATORS:

Given hypothetical situations, ask students to identify ethics in relation to competition.

SUGGESTED LEARNING ACTIVITIES:

What is a price war? What are the effects of price wars on business?

What is meant by loss leaders? What are the effects of loss leaders on business, etc.?

Discuss the possible effects of a business belittling a competitor?

COURSE GOAL:

The student will be able to explain ethical business practices.

PERFORMANCE INDICATORS:

Given hypothetical situations, ask students to identify ethical merchandising techniques.

SUGGESTED LEARNING ACTIVITIES:

As a class, discuss honesty in advertising. How might illustrations be misleading? How might descriptions be misleading (things not said, etc.)?

Ask students to identify warranties or guarantees covering merchandise, and have them explain whether they are clearly stated.

HUMAN RELATIONS

COURSE GOALS

The student will know:

how to work constructively with employers.

how to work constructively with co-workers.

how to work constructively with customers.

COURSE GOAL:

The student will know how to work constructively with employers.

PERFORMANCE INDICATORS:

Given hypothetical job situations, ask students to define employer responsibilities.

SUGGESTED LEARNING ACTIVITIES:

Ask a resource person to class to discuss the responsibilities of employers.

Interview employers concerning how they view their responsibilities as employers.

Ask students to identify their employer in the student store. What responsibilities does this employer have toward student workers?

COURSE GOAL:

The student will know how to work constructively with employers.

PERFORMANCE INDICATORS:

Given an hypothetical job situation, ask students to identify what employers might expect of employes.

SUGGESTED LEARNING ACTIVITIES:

Talk about on-the-job attitudes.

Invite a supervisor to class to discuss handling criticism: how to accept criticism in a positive way, and how to avoid the same type of criticism in the future. When should one back down from a position?

Have students write out directions for a specific task relating to work. Each statement should begin with an action verb. Select various sample directions, and ask the class to attempt to perform the activities as described. Why is it important to know how to give and follow directions?

COURSE GOAL:

The student will know how to work constructively with co-workers.

PERFORMANCE INDICATORS:

Given an variety of hypothetical situations involving conflicts between employes, ask students to work out solutions acceptable to all parties involved.

SUGGESTED LEARNING ACTIVITIES:

Divide students into groups. Present each group with a case involving employe-employe relations. Have each group select the most acceptable solution for all parties involved; state the problem, list possible solutions, and explain why the solution selected is the most acceptable. Discuss as a class.

Assign students various readings that can help them to learn how to get along with co-workers.

Using the student store as a model, ask students to identify potential conflicts among co-workers and how they would resolve such conflicts.

COURSE GOAL:

The student will know how to work constructively with customers.

PERFORMANCE INDICATORS:

Given hypothetical situations involving dissatisfied customers, ask students how they would satisfy the customers' needs.

Given customers with nonselling problems, ask students how they would assist these customers.

SUGGESTED LEARNING ACTIVITIES:

As a class, discuss the rights and responsibilities of business versus the rights and responsibilities of customers. Is the customer always right?

Ask students how they would handle a customer who attempts to return an item that your store does not sell.

Ask students how they would handle a customer who wishes to exchange an item for a less expensive item. Will the less expensive item satisfy the customer's needs?

As a class, discuss situations involving: a customer who wants a item sold only by a competitor; a lost child; an injury.

COMMUNICATIONS

COURSE GOALS

The student will be able to:

read and comprehend at a level acceptable for entry-level employment in a marketing occupation.

write in a business-like manner.

use oral communications in a variety of business settings.

listen attentively and follow instructions.

COURSE GOAL:

The student will be able to read and comprehend at a level acceptable for entry-level employment in a marketing occupation.

PERFORMANCE INDICATORS:

Given published articles dealing with marketing, ask students to read and interpret these materials.

SUGGESTED LEARNING ACTIVITIES:

Provide students with a number of business communication samples and have them skim these materials for points of view and specific information.

Provide students with detailed marketing information and ask them to complete an information sheet recording pertinent highlights.

Ask students to read and summarize an article from a trade journal. Compare reports in class. Did points of view or information differ among students?

Have students read the instructions for various products and prepare talks which would help customers understand these instructions.

Have students collect and summarize articles about local businesses. As a class, discuss what is happening with businesses locally.

COURSE GOAL:

The student will be able to read and comprehend at a level acceptable for entry-level employment in a marketing occupation.

PERFORMANCE INDICATORS:

Given various samples of computerized information, ask students to interpret the data.

SUGGESTED LEARNING ACTIVITIES:

Provide students with a series of computerized inventory control tickets, and ask them to interpret the data.

Using an inventory control sheet, ask students to determine quantities on hand and quantities on order.

If a computer inventory system is feasible, ask students to encode the student store inventory and interpret this data at the weekly management meetings.

COURSE GOAL:

The student will be able to write in a business-like manner.

PERFORMANCE INDICATORS:

Given business situations requiring written responses, ask students to determine which types of responses would be the most appropriate.

SUGGESTED LEARNING ACTIVITIES:

Ask resource persons to class to discuss why written communication is so important to them; the formats and styles most frequently used, and what they hope to achieve through such channels. If possible, collect samples for a bulletin board.

Ask students to discuss the types of written communications used at their training stations, DECA activities, etc. How are written communications used in the student store?

Given simulated situations, ask students to prepare letters emphasizing audience, appropriate styles, types of messages, choice of words, legibility, etc.

Given sample employment applications, fill out the information requested. As a class, review each.

COURSE GOAL:

The student will be able to write in a business-like manner.

PERFORMANCE INDICATORS:

Given appropriate information, ask students to prepare standard marketing reports.

SUGGESTED LEARNING ACTIVITIES:

Given simulated situations requiring reports, as well as appropriate backup information, ask students to select formats and prepare reports.

Have students prepare reports needed for DECA meetings (e.g., project summaries, etc.)

Ask student store managers to prepare monthly reports using their own formats (have them research businesses for ideas). These reports should be presented at a management meeting (in writing and orally).

Ask students to review DECA written competitive events concerning report preparation.

COURSE GOAL:

The student will be able to write in a business-like manner.

PERFORMANCE INDICATORS:

Using statistical information, ask students to prepare charts and graphs which emphasize visual communication.

SUGGESTED LEARNING ACTIVITIES:

Show students various examples of graphs depicting daily and monthly sales information.

Ask student store managers to prepare charts and graphs which support their monthly reports.

As a DECA activity, ask student sales managers to record daily sales on a graph during a sales campaign.

COURSE GOAL:

The student will be able to use oral communications in a variety of business settings.

PERFORMANCE INDICATORS:

Encourage students to actively participate in group discussions.

Have students demonstrate good telephone manners, as well as effective and appropriate uses of the telephone on-the-job.

SUGGESTED LEARNING ACTIVITIES:

Have students plan and organize DECA projects.

Encourage students to contribute to meetings at work. As a class, review parliamentary procedure.

Arrange with the telephone company to use a telephone simulator for a week. Have students handle a number of situations on the telephone; have students evaluate each other's effectiveness.

Arrange with the main office of the school to rotate students on telephone duty.

Arrange with supervisors where students are employed to allow students to handle telephones for a week.

COURSE GOAL:

The student will be able to use oral communications in a variety of business settings.

PERFORMANCE INDICATORS:

Have students prepare and present speeches.

SUGGESTED LEARNING ACTIVITIES:

Provide students with a list of topics and have them prepare and present a five minute speech to the class.

Have students evaluate each other's speeches in terms of the "Five C's" of effective speech: courtesy, correctness, clearness, conciseness, completeness.

Students can qualify for the DECA Speaker's Bureau by preparing speeches for presentation to civic groups. Evaluate speeches in class using the DECA speech evaluation guide.

Have students prepare self-evaluations of their own speeches using the DECA speech evaluation. Have them draw up plans for self-improvement.

COURSE GOAL:

The student will be able to listen attentively and follow instructions.

PERFORMANCE INDICATORS:

Given situations requiring listening, have students demonstrate their listening abilities by paraphrasing what they have heard.

Have students observe and interpret nonverbal communications (i.e., facial, voice inflections, gestures, mannerisms).

SUGGESTED LEARNING ACTIVITIES:

Have students critique one another's speeches and presentations. Ask students to identify main and supporting points in writing. Compare as a class.

Have students attend seminars and critique speakers' positions, biases (if any), as well as any other pertinent information.

Have students listen to J.C. Penney's tape "Are You Listening?"

Have students listen by observing and interpreting facial expressions, voice inflections, gestures, mannerisms. Record observations and discuss.

Have students observe sales personnel, paying close attention to nonverbal communication. What messages are communicated through facial expressions, voice inflections, gestures and mannerisms? How does this relate to the student store?

MATHEMATICS

COURSE GOALS

The student will be able to:

add, subtract, multiply and divide whole numbers.

calculate percentages.

calculate problems involving decimals.

solve computational problems related to marketing.

use standard business machines to solve computational problems related to marketing.

calculate marketing problems using the metric system.

COURSE GOAL:

The student will be able to add, subtract, multiply and divide whole numbers.

PERFORMANCE INDICATORS:

Given a series of problems involving computation, have students determine and use appropriate mathematical functions to arrive at accurate answers.

SUGGESTED LEARNING ACTIVITIES:

Have students take pretests on basic math concepts to determine their levels of ability.

Review basic mathematical skills and methods for proving work (i.e., addition, subtraction, multiplication, division, fractions, decimals, percentages).

Demonstrate common errors made when using math (e.g., legibility, carelessness, distraction from customers or co-workers).

Ask students to bring at least six problems to class, each of which requires a different mathematical operation, and all of which relate to that type of work expected at their training stations. Have students identify the computations needed and solve the problems. Share as a class.

Discuss and demonstrate how math is used by marketing personnel (e.g., trainees, manufacturers, sales-support, service institutions such as banks and credit bureaus, etc.)

Relate math skills to the student store.

Ask students to visit local businesses and inquire about taking pre-employment math tests (e.g., Sears, Penney's, fabric shops, etc.) Discuss as a class.

COURSE GOAL:

The student will be able to solve computational problems related to marketing.

PERFORMANCE INDICATORS:

Given a series of word problems, have students utilize the problem-solving technique of recognizing, defining and analyzing to arrive at solutions.

Given a series of math problems, have students estimate totals, perform correct calculations manually, and then compare answers to machine answers.

SUGGESTED LEARNING ACTIVITIES:

Gather examples of problems from employers that trainees would be expected to solve on-the-job. Make up a work sheet and have students solve the problems.

Have students solve problems by using the most appropriate machines (i.e., ten key adding machine, electronic calculator, or cash register).

COURSE GOAL:

The student will be able to calculate marketing problems using the metric system.

PERFORMANCE INDICATORS:

Have students demonstrate that they can recognize and use metric and English units interchangeably when ordering, selling or using products and supplies standard for marketing occupations.

SUGGESTED LEARNING ACTIVITIES:

Review the metric learning packets produced by the Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

Unit 1:

Have students work linear, area, volume, capacity, mass and temperature calculations.

Unit 2:

Teach students to recognize and use metric terms, units and symbols as these relate to marketing occupations.

Unit 3:

Have students demonstrate that they can recognize and use metric equivalents.

Unit 4:

Have students demonstrate that they can recognize and use measurement instruments and tools as these relate to marketing occupations.

Unit 5:

Have students review metric concepts and practice interchanging metric and English equivalents.

SALES PROMOTION

COURSE GOALS

The student will:

know and be able to apply principles of personal selling.

be able to analyze and determine advertising methods appropriate for the promotion of products and services.

know and be able to apply visual merchandising techniques used to promote products and services.

COURSE GOAL:

The student will know and be able to apply principles of personal selling.

PERFORMANCE INDICATORS:

Given real or simulated sales situations, have students collect pertinent information about products or services offered.

SUGGESTED LEARNING ACTIVITIES:

Have students list ten sources of information where they can find out about products on the market (e.g., in-store, agencies, manufacturers, etc.)

Ask students to answer the following questions concerning the product or service they will be selling:

What information is listed on the label?
Of what materials is it made?
How is it made?
What are its style features?
What are its uses?
How should it be cared for?
In what sizes does it come?
In what colors?
What are the price ranges?
What is the most popular price?

COURSE GOAL:

The student will know and be able to apply principles of personal selling.

PERFORMANCE INDICATORS:

Given real or simulated sales situations, ask students to determine appropriate sales approaches.

SUGGESTED LEARNING ACTIVITIES:

Have students observe sales personnel and the differing sales approaches they use. Video-tape right and wrong approaches to selling and have the class analyze each.

Have students explain the difference between "pre-approach" and "approach," and how each is used. Have students prepare two-minute reports on the following:

What specific pre-approach is used at your training station? Does the store's display, advertising and selling philosophy hold through your pre-approach?

Write three opening statements which would be appropriate to use when selling a product or service. Have students explain how to set a comfortable sales atmosphere.

COURSE GOAL:

The student will know and be able to apply principles of personal selling.

PERFORMANCE INDICATORS:

Given real or simulated sales situations, have students determine customer wants and needs.

SUGGESTED LEARNING ACTIVITIES:

Have students discuss how they would work with customers who do not know what they want, and the importance of "reading" customers in determining their needs.

During real or simulated sales situations, have students determine customer needs by asking questions. Have students write five different questions which could be useful when determining customer needs.

Have students describe and demonstrate how they would offer substitute merchandise to customers.

COURSE GOAL:

The student will know and be able to apply principles of personal selling.

PERFORMANCE INDICATORS:

Given real or simulated sales situations, ask students to demonstrate how they would present products or services in ways which encourage customers to make purchases.

Given real or simulated sales situations, have students handle customer objections.

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SUGGESTED LEARNING ACTIVITIES:

Have students describe how they would demonstrate products and services effectively.

Have students describe methods which can involve customers in sales transactions.

Have students prepare product analyses sheets on products and service, emphasizing benefits to customers.

Have a salesperson visit class to talk about and demonstrate sales techniques.

Have students interview professional sales personnel to find out how customer objections can be turned into sales. Discuss in class.

Ask students to list objections which might be encountered during sales transactions. How would they attempt to overcome each?

COURSE GOAL:

The student will know and be able to apply principles of personal selling.

PERFORMANCE INDICATORS:

Given real or simulated sales situations, ask students to close sales that satisfy customer needs.

Given real or simulated sales situations, ask students to suggest related merchandise or services to customers.

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SUGGESTED LEARNING ACTIVITIES:

Have students observe sales personnel closing sales. Identify points where closing statements or techniques could have been employed.

Describe various sales situations step-by-step, and ask students to identify the most logical point(s) where a closing statement or technique might be applied.

Have students develop lists of closing statements for products and services.

Have students interview their supervisors to determine the importance of plus selling or selling by suggestion.

Identify appropriate plus or by suggestion selling techniques for ten products or services.

Ask students to review recent purchases made by students and describe the selling by suggestion technique used, if any.

COURSE GOAL:

The student will be able to analyze and determine advertising methods appropriate for the promotion of products and services.

PERFORMANCE INDICATORS:

Given appropriate information, have students explain the differences among advertising, publicity, and sales promotion.

SUGGESTED LEARNING ACTIVITIES:

Ask students to cite examples of specific and obvious promotional activities in the community.

Invite a guest speaker from a newspaper to class to describe the importance of advertising for newspapers, businesses and consumers.

Ask employed students to supply samples of advertising, sales promotions and publicity used at their training stations, explaining the differences.

Have students explain how their stores keep personnel informed of advertising activities.

Ask students to organize a scrapbook of magazine and newspaper advertisements according to purposes.

Have students classify a number of advertisements by promotional techniques.

How is advertising used in the student store?

COURSE GOAL:

The student will be able to analyze and determine advertising methods appropriate for the promotion of products and services.

PERFORMANCE INDICATORS:

Using advertisements for products and services, ask students to explain what makes each effective.

SUGGESTED LEARNING ACTIVITIES:

Invite an advertising or sales promotion manager to class to discuss why advertising is a necessity.

From a list of products, have students explain why each needs to be advertised.

From a list of service businesses, have students explain why each needs to be advertised.

Have students select five items which they sell at their work stations. Explain what type of advertising is used for each and why advertising is necessary for these items.

Have students determine what types of advertising should be used for the student store.

COURSE GOAL:

The student will be able to analyze and determine advertising methods appropriate for the promotion of products and services.

PERFORMANCE INDICATORS:

Given various merchandise samples, have students identify trademarks, brandnames and slogans for each product.

SUGGESTED LEARNING ACTIVITIES:

Select several trademarks, brandnames and slogans. Read and show these to the class and ask students to identify the companies where these products are produced, and what is being offered.

Have students collect trademarks or slogans which have become associated with specific products. Match products with slogans and trademarks, and discuss why and how companies strive to maintain product images.

While studying advertising, ask each student to keep a notebook with samples of various advertising techniques used at their training stations.

Ask students to develop trademarks, brandnames and slogans for the student store or stores locally.

COURSE GOAL:

The student will be able to analyze and determine advertising methods appropriate for the promotion of products and services.

PERFORMANCE INDICATORS:

Given real or simulated advertising needs, ask students to select appropriate advertising media.

SUGGESTED LEARNING ACTIVITIES:

Ask an advertising agency representative to class to talk about selecting advertising approaches and what type of results were realized by each.

Present students with various advertising needs. Have them critique the approaches now used and ask them to suggest how they would go about it differently.

Have students develop advertising campaigns for DECA sales projects.

Have students develop advertising for the student store.

COURSE GOAL:

The student will be able to analyze and determine advertising methods appropriate for the promotion of products and services.

PERFORMANCE INDICATORS:

Presented with advertising and supporting information, have students develop a one-year advertising campaign.

SUGGESTED LEARNING ACTIVITIES:

Have the class read about advertising campaigns. An excellent resource is *Marketing, Sales Promotion and Advertising.** This book describes the step-by-step process of organizing an effective sales-promotion campaign.

Develop a sales promotion plan (or calendar) around key days and weeks, seasons, local celebrations, state and national events. This could be done in conjunction with student training stations or the student store.

Develop a sales promotion budget, beginning with annual estimated gross sales, as well as a predetermined percentage of these sales earmarked for advertising. Include monthly dollar allowances, department features, types of advertising that will be used, etc. This could be done for the student store.

*Nolan, Carroll A. and Roman F. Warmke, *Marketing, Sales Promotion and Advertising*. (Cincinnati: South-Western Publishing Company, 1965)

COURSE GOAL:

The student will know and be able to apply visual merchandising techniques used to promote products and services.

PERFORMANCE INDICATORS:

Given background information, ask students to identify several types of visual merchandising, as well as appropriate uses for each.

SUGGESTED LEARNING ACTIVITIES:

Arrange for a guest speaker to talk about visual merchandising.

Utilize Ohio visuals* on window display for class presentation and discussion.

Conduct tours of at least three different types of retail outlets, and have students complete summaries built around the following questions:

What types of window displays are used?
What types of interior displays are used?
How are window and interior displays coordinated?
What themes or color schemes are used?
What could be improved or changed to make the display more effective?

Have students identify various types of displays used at their work stations and the effectiveness of each.

**Display Made Easier*, Ohio's Distributive Education Materials Laboratory, 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210.

COURSE GOAL:

The student will know and be able to apply visual merchandising techniques used to promote products and services.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students design, construct and maintain displays for selling products and services.

SUGGESTED LEARNING ACTIVITIES:

Collect sample signs and showcards from training stations and stores. Have students use these as models for their own advertising projects.

Have students sketch displays which employ step, zigzag and repetition arrangements.

Have students design, build and maintain a display at their work station or school store. Ask them to keep a running tally of sales or services rendered as one way to determine the effectivess of the displays.

Have students evaluate displays at their work stations in the community, or at school according to the DECA display evaluation sheet.

OPERATIONS

COURSE GOALS

The student will:

be able to explain customer services appropriate for marketing fields.

know and be able to use appropriate stockkeeping procedures.

know and be able to follow security procedures used to prevent stock shortages and theft.

be able to use a cash register in a correct manner.

know and be able to apply appropriate pricing techniques for merchandise and services.

know how to purchase merchandise and services for resale.

know and be able to use standard inventory control techniques.

know and be able to apply on-the-job safety procedures.

be able to operate specific types of business equipment and maintain this equipment in working order.

know how to receive and check an incoming shipment of merchandise.

be able to prepare specific types of business records.

COURSE GOAL:

The student will be able to explain customer services appropriate for marketing fields.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students identify delivery systems used by service and distributive businesses.

SUGGESTED LEARNING ACTIVITIES:

Ask students to simulate placing orders using store catalogs and forms.

Have students complete orders over the telephone by simulation.

Have students report on the delivery systems used at their training stations.

Given simulated delivery problems, have students determine the most appropriate method of delivery for each situation and why.

Prepare a simulated layaway sale and have students go through the complete procedures (e.g., forms, records, etc.)

Have students describe their employers' gift wrapping procedures.

As a DECA activity, have students work out a gift wrapping service with a local retailer during the holiday season. Besides being a good money-maker, this activity can be good publicity for the retailer. How could this type of operation be set up for the student store?

COURSE GOAL:

The student will be able to explain customer services appropriate for marketing fields.

PERFORMANCE INDICATORS:

Presented with real or simulated sales situations, have students determine methods for handling adjustments, returns, and other types of services designed to accommodate customers.

SUGGESTED LEARNING ACTIVITIES:

From a list of accommodation services, have students distinguish between those services offered to individual consumers and those offered to industry.

Have students identify accommodation services offered at their training stations. Does offering these services increase customer patronage?

Simulate returning merchandise and have students handle the transaction. How does this relate to the student store?

COURSE GOAL:

The student will be able to explain customer services appropriate for marketing fields.

PERFORMANCE INDICATORS:

Given background information, have students identify standard credit policies employed by distributive businesses.

SUGGESTED LEARNING ACTIVITIES:

Survey consumer credit services. What types are offered locally?

List sources of credit information. Have students identify those sources that would be used in the community to screen applicants for mercantile credit.

Have students interview the credit managers from large retail stores, small stores, and drug stores locally. Determine what types of credit are most common and typical problems encountered by each operation in setting up and maintaining accounts. What percentage of yearly sales are on credit? How does credit relate to the student store?

Simulate credit problems, and ask students to identify what type of credit account would meet each need.

COURSE GOAL:

The student will know and be able to use appropriate stockkeeping procedures.

PERFORMANCE INDICATORS:

Presented with real or simulated stockkeeping situations, have students identify and describe appropriate stockkeeping methods.

Given real or simulated stockkeeping arrangements, ask students to mark merchandise according to standard methods.

SUGGESTED LEARNING ACTIVITIES:

Have students work with their supervisors to identify approved stockkeeping methods. What types of methods are used in the student store?

Given various types of tags used for marking merchandise, have students determine two different types of merchandise that would be marked by each tag, and the reasons why they chose particular tags. Then, ask them to tag the merchandise.

Have students work with their training supervisors to determine correct methods for marking merchandise. Have students mark merchandise for the student store.

Have students collect various sample price tickets used at their training stations. From a list of merchandise, and given necessary information, have students fill out price tickets.

From a list of 20 different kinds of merchandise, have students identify what type of price ticket would be used for each, and what information is needed to fill out each ticket.

Ask students to create a cost code.

COURSE GOAL:

The student will know and be able to follow security procedures used to prevent stock shortages and theft.

PERFORMANCE INDICATORS:

Given real or simulated store security concerns, have students identify causes of stock shortages.

SUGGESTED LEARNING ACTIVITIES:

From simulated situations involving shoplifting, embezzlement and pilferage, have students speculate about the causes.

Show films from the Small Business Administration or other sources.

Have students determine causes of stock and cash shortages for different types of retail and wholesale operations, including the school store.

COURSE GOAL:

The student will know and be able to follow security procedures used to prevent stock shortages and theft.

PERFORMANCE INDICATORS:

Given real or simulated store security concerns, have students develop plans to help prevent stock shortages.

Given real or simulated store security concerns, have students identify legal and security resources available locally.

SUGGESTED LEARNING ACTIVITIES:

Ask a security manager from a local retail store to work with students on how a plan to prevent stock shortages can be designed and put to work.

Ask a resource person from a small retailing business to work with students in designing a security plan for a small business.

Have students develop a security plan for the student store.

Have students interview security managers concerning local laws dealing with shoplifting and embezzlement.

Have students identify procedures at their training stations when theft occurs. Who is contacted and what procedures are followed?

As a DECA activity, have students participate in STEM (Shoplifters Take Everybody's Money) activities.

COURSE GOAL:

The student will be able to use a cash register in a correct manner.

PERFORMANCE INDICATORS:

Have students operate cash registers.

SUGGESTED LEARNING ACTIVITIES:

Invite representatives from local cash register companies to class to demonstrate how to operate cash registers.

Using individualized workbooks or packets, ask students to work in teams of two to practice operating cash registers, emphasizing speed and accuracy.

Have students operate cash registers at their training stations.

Ask local businesses to train students in operating cash registers.

For students not operating cash registers at their work stations, set up opportunities for them to work in the student store or practice in the classroom.

COURSE GOAL:

The student will be able to use a cash register in a correct manner.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students prepare cash drawers appropriately.

SUGGESTED LEARNING ACTIVITIES:

Given simulated cash funds and a cash drawer, have students set up cash drawers.

Have students work with their supervisors in setting up cash drawers. This should be evaluated to student training plans. How does this relate to the student store?

Review materials on cash register operation developed by the Chase Manhattan Bank.*

*The Chase Manhattan Bank, N.A., *The Cashier.* (New York: McGraw-Hill Book Company, 1975)

COURSE GOAL:

The student will be able to use a cash register in a correct manner.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students process sales checks, credit cards and personal checks.

SUGGESTED LEARNING ACTIVITIES:

Have students identify various procedures, in steps, for credit card transactions.

Have students describe credit card transactions at their training stations.

Have students identify procedures for accepting checks at their training stations.

Given sales slips and directions, have students close sales involving cash, credit, charge-send, layaway.

Have students list four instances where they would call either their supervisors or an authorization center before honoring a credit card.

COURSE GOAL:

The student will be able to use a cash register in a correct manner.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students practice making change, emphasizing speed and accuracy.

Given real or simulated situations, have students balance and total daily cash register sales.

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SUGGESTED LEARNING ACTIVITIES:

Given a packet of play money, have students simulate sales, making correct change with speed and accuracy.

Prepare a simulated sale, provide students with a money change sheet, and have them fill in the number of each denomination of bills and coins the customer should receive.

In cooperation with students' supervisors, include making change on training plans, and have students perform this task as a part of their training station routines.

Ask supervisors to work with students in balancing and totaling daily cash register sales. This skill should be part of training plans. Students who are not employed could perform this skill in the student store.

Ask a resource person from a cash register company to show the class how cash register receipts are tallied on the machine.

COURSE GOAL:

The student will be able to use a cash register in a correct manner.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students balance cash drawers with cash register tallies.

Given real or simulated situations, have students identify counterfeit money.

SUGGESTED LEARNING ACTIVITIES:

Have students work in the student store to practice cash register skills. Ask supervisors to work with students at training stations to practice this skill. Include it on training plans.

Ask supervisors to work with students to identify counterfeit bills. Have supervisors test students' abilities in this area. This skill should be evaluated on training plans.

Ask resource persons from local banks to bring portfolios of counterfeit bills for students to view. Allow students to scrutinize and touch the money, and ask the resource persons to discuss how to recognize counterfeit currency.

Contact the local secret service office regarding information about counterfeit currency.

COURSE GOAL:

The student will be able to use a cash register in a correct manner.

PERFORMANCE INDICATORS:

Presented with simulated situations, have students identify "quick change artist" techniques.

SUGGESTED LEARNING ACTIVITIES:

Present students with simulated situations, and have them identify the quick change techniques used and how they would react.

Ask a resource person to class to demonstrate quick change artist techniques.

Review MacDonald's activity on quick change artists.

COURSE GOAL:

The student will know and be able to apply appropriate pricing techniques for merchandise and services.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students determine prices of particular products and services.

Presented with real or simulated situations, have students identify state, federal and local laws which apply to price setting.

SUGGESTED LEARNING ACTIVITIES:

Describe to students certain products or services, and have them identify factors which determine retail prices.

Have students interview buyers at their work stations concerning factors which determine retail prices. Share findings in class.

Have students price merchandise at the student store.

Invite a resource person to class to explain various laws dealing with price setting locally.

COURSE GOAL:

The student will know and be able to apply appropriate pricing techniques for merchandise and services.

PERFORMANCE INDICATORS:

Presented with real or simulated situations, ask students to determine what part pricing plays in marketing strategies.

Presented with real or simulated situations, ask students to evaluate various pricing policies.

SUGGESTED LEARNING ACTIVITIES:

Ask buyers to class to discuss pricing strategies for their businesses in particular, and some generalities which may apply.

Using a list of merchandise, have students identify pricing that would yield the largest volume of sales for each item.

Have students check price-line reports with buyers and determine which price lines might best be phased out.

Given a list of pricing policies, have students determine the advantages and disadvantages of each.

COURSE GOAL:

The student will know how to purchase merchandise and services for resale.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students identify responsibilities of buyers.

Given real or simulated buying situations, have students determine merchandise assortment according to such factors as store policy, store records, judgment of people in the industry, and customer wants and needs.

SUGGESTED LEARNING ACTIVITIES:

Have students discuss various businesses regarding buyer responsibilities for particular departments. Share findings in class.

Have students determine the responsibilities of the buyer for the student store.

From a list of unit stock control systems, have students distinguish between those systems associated with physical inventory and those associated with perpetual inventory.

From a list of perpetual inventory systems and specific merchandise, have students select those that are the most economical to operate and explain why.

Given necessary information, have students determine merchandise assortments.

Have students determine a number of merchandise assortments for the student store.

COURSE GOAL:

The student will know how to purchase merchandise and services for resale.

PERFORMANCE INDICATORS:

Given real or simulated buying situations, ask students to determine when they are "open to buy."

Given real or simulated situations, have students identify elements involved in merchandise planning.

SUGGESTED LEARNING ACTIVITIES:

Relate being open to buy to the student store when possible.

Have students interview four buyers concerning their merchandise plans and have students list the various elements involved. Critique the plans and share as a class.

Give students planned sales figures and other supporting information, and have them work out a merchandise plan for a six month period. They should justify the figures for each element of the plan.

Have student store managers draw up a merchandise plan for the student store.

COURSE GOAL:

The student will know how to purchase merchandise and services for resale.

PERFORMANCE INDICATORS:

Have students identify sources for wholesale merchandise.

Given real or simulated buying situations, have students determine the importance of "terms of sale" in making merchandise selections.

SUGGESTED LEARNING ACTIVITIES:

From a list of suppliers and their services, have students identify those most useful to wholesale buyers.

From a list of community wholesale vendors, have students select those they would contact for merchandise.

Have students interview buyers at their training stations regarding sources of wholesale merchandise.

Relate wholesale purchasing to the student store.

Give students a list of buying terms, and have them distinguish between those associated with the sale of merchandise and those associated with the transporting of merchandise.

Present students with a buying situation and necessary backup information, and ask them to explain the importance of terms of sale when selecting merchandise.

Relate terms of sale to the student store.

COURSE GOAL:

The student will know how to purchase merchandise and services for resale.

PERFORMANCE INDICATORS:

Given real or simulated buying situations, have students make buying decisions.

Given real or simulated buying situations, ask students to issue purchase orders to complete transactions.

SUGGESTED LEARNING ACTIVITIES:

Have students work with buyers in making final buying decisions. What steps are involved? Are there formulas for making these decisions?

Relate buying decisions to the student store.

Have students fill out purchase orders for a number of transactions.

Discuss purchase orders in relation to the student store.

COURSE GOAL:

The student will know and be able to use standard inventory control techniques.

PERFORMANCE INDICATORS:

Have students discuss the purposes and importance of inventory control systems.

SUGGESTED LEARNING ACTIVITIES:

Have students interview buyers about the importance of inventory control systems in purchasing.

Provide students with simulated situations and background information, and have them determine the purposes of inventory control systems for each.

Discuss the importance of inventory control systems in the student store. Have students classify inventory in the student store by dollars and units.

Encourage students to work on inventory at their training stations.

As a DECA activity, arrange with local businesses to have students help with inventory.

COURSE GOAL:

The student will know and be able to use standard inventory control techniques.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students conduct inventories by using the physical inventory method, the perpetual inventory method, and a combination of both.

Given real or simulated situations, ask students to utilize retail methods of inventory control, identifying the advantages and disadvantages of each method.

Given real or simulated situations, have students calculate stock turnover and analyze turnover rates.

SUGGESTED LEARNING ACTIVITIES:

Have students participate in simulated inventories using physical and perpetual inventory methods.

Have student store managers organize inventories using both perpetual and physical inventory techniques. What are the advantages and disadvantages of each? Which seems best suited for the store?

Have students complete inventories in the student store using retail inventory control methods, and have them identify the advantages and disadvantages of this method.

Have students help local merchants conduct inventories.

Given simulated situations, have students calculate stock turnover rates and analyze these rates in terms of trends and similarities.

Have students calculate and analyze stock turnover rates in the student store.

COURSE GOAL:

The student will know and be able to apply on-the-job safety procedures.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students maintain store equipment and stock in ways which ensure customer and employe safety.

Given real or simulated situations, have students locate such emergency equipment as fire extinguishers, first aid supplies and emergency telephone numbers.

Given real or simulated situations, have students identify procedures for handling emergencies in business settings.

SUGGESTED LEARNING ACTIVITIES:

Have students interview supervisors or local business managers concerning safety policies.

Have student store managers identify safety procedures to be followed by employes.

Have students identify where emergency fire equipment is located, emergency phone numbers posted, and first aid equipment stored.

Have students identify the fire extinguisher closest to the student store. Discuss how to use it and what procedures to follow in case of fire.

Include safety information in the student's DECA Job Information Manual.

Have students brainstorm what to do given various emergency situations in business settings.

Have students survey businesses in the community concerning procedures for handling emergencies.

Recommend that students complete first aid courses offered through police and fire departments, adult education programs, etc.

COURSE GOAL:

The student will be able to operate specific types of business equipment and maintain this equipment in working order.

PERFORMANCE INDICATORS:

Given ten key adding machines and sets of number problems, have students perform various mathematical calculations.

Given electronic calculators and sets of number problems, have students perform various mathematical calculations.

SUGGESTED LEARNING ACTIVITIES:

Have students use ten key adding machines to calculate problems related to the student store.

Ask students' employers to provide students with ten key adding machine experience on-the-job.

As a DECA activity, have students use ten key adding machines to figure sales information, treasury reports, etc.

Work with students' employers to arrange for on-the-job electronic calculator experience. Include this skill as part of training plans.

Have students use electronic calculators to solve problems related to the student store.

As a DECA activity, have students use electronic calculators to figure sales information, treasury reports, etc.

COURSE GOAL:

The student will be able to operate specific types of business equipment and maintain this equipment in working order.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students operate cleaning equipment according to specified standards.

Given real or simulated situations, have students select and operate stock handling equipment.

Given real or simulated situations, have students identify employe responsibility in maintaining equipment.

SUGGESTED LEARNING ACTIVITIES:

With students' employers, map out student cleaning responsibilities and evaluate these on training plans.

Have students operate equipment necessary to maintain the student store in an appropriate manner.

Arrange with students' employers to allow for on-the-job experience using stock handling equipment. Evaluate this activity on student training plans.

Provide students with opportunities to use stock handling equipment in the student store.

Evaluate students' abilities to maintain equipment in the classroom.

Have employers evaluate students' abilities to maintain equipment on-the-job according to established policies.

Evaluate students' abilities to maintain equipment in the student store.

COURSE GOAL:

The student will know how to receive and check an incoming shipment of merchandise.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students trace physical flows of merchandise from sources to showrooms.

Given real or simulated situations, have students identify the functions of stock receiving areas.

SUGGESTED LEARNING ACTIVITIES:

Given a simulated situation, have students trace the flow of a specific item of merchandise from sources to retail outlets.

Have student trace the flow of merchandise from sources to the student store.

Have students visit a receiving area at a large department store, and have them describe in writing the functions of this area.

Have students describe the functions of the stock receiving area for the student store.

COURSE GOAL:

The student will know how to receive and check an incoming shipment of merchandise.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students check received merchandise using approved methods.

Given real or simulated situations, have students determine plans for transporting merchandise from receiving areas to sales areas.

SUGGESTED LEARNING ACTIVITIES:

Arrange with employers to allow students on-the-job experiences in receiving merchandise according to approved methods. Evaluate this activity on training plans.

Have students check in merchandise received in the student store using an approved method.

Have students interview their employers about distributing merchandise from receiving to sales. Discuss as a class. What are the advantages and disadvantages of each system?

Have students determine a plan for handling merchandise from receiving to student store shelves.

COURSE GOAL:

The student will be able to prepare specific types of business records.

PERFORMANCE INDICATORS:

Given employe payroll data, have students compute and record monthly payroll.

Given checkbooks, have students record and balance deposits and withdrawals.

Given hypothetical bank statements, have students balance these statements against check registers.

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SUGGESTED LEARNING ACTIVITIES:

Have students report on payroll record techniques use at their work stations.

Have students maintain employe records in the student store.

Have employed students maintain their own checkbooks.

Have students maintain a check register for the student store.

Have employed students reconcile their own bank statements.

Have students reconcile bank statements for the student store.

COURSE GOAL:

The student will be able to prepare specific types of business records.

PERFORMANCE INDICATORS:

Given sales and purchasing records, have students set up accounts receivable and accounts payable ledgers.

Given entries from ledgers, have students complete profit and loss statements.

SUGGESTED LEARNING ACTIVITIES:

Ask employers to allow students to help maintain ledger records on-the-job.

Have students maintain ledgers for the student store.

Ask employers to interpret company profit and loss statements for students.

Have students complete profit and loss statements for the student store, determining the store's financial position.

MANAGEMENT

COURSE GOALS

The student will be able to:

analyze and determine appropriate management policies and procedures for a distributive business.

describe the effects of good personnel relations on employe morale and motivation.

COURSE GOAL:

The student will be able to analyze and determine appropriate management policies and procedures for a distributive business.

PERFORMANCE INDICATORS:

Given real or simulated situations, have students identify individuals or groups who set company policies and procedures.

Given real or simulated situations, have students identify chains of command for store policies, rules and regulations.

SUGGESTED LEARNING ACTIVITIES:

Have students interview their supervisors to determine who sets company policy.

Have a student management team determine student store policy, including who is responsible for setting and changing policy.

Include company policies and who sets them in the student's DECA Job Information Manual.

Provide students with a simulated problem concerning company policy. Have them identify who to contact concerning the problem, and how they would go about contacting that individual.

Have students interview their supervisors to determine chains of command.

Include the chain of command in the student's DECA Job Information Manual.

COURSE GOAL:

The student will be able to analyze and determine appropriate management policies and procedures for a distributive business.

PERFORMANCE INDICATORS:

Given real or simulated management situations, have students identify personnel regulations regarding sick leave and illnesses, check-in and -out procedures, termination procedures, benefits and employe discounts.

Given real or simulated management situations, have students identify the preferred methods for handling internal and external theft, as well as management personnel responsible for such cases.

SUGGESTED LEARNING ACTIVITIES:

Given simulated problems in each area identified under the performance indicator, have students identify personnel regulations for each.

Have work-experience students identify personnel regulations on-the-job.

Include personnel procedures in the students' DECA Job Information Manual.

Present students with simulated situations involving shoplifting. Ask them to identify how they would handle it and which supervisors to contact.

Have students identify individuals responsible for setting security procedures at their training stations.

Have students identify methods for handling internal and external theft problems in the student store and who to contact.

COURSE GOAL:

The student will be able to analyze and determine appropriate management policies and procedures for a distributive business.

PERFORMANCE INDICATORS:

Given real or simulated business situations, have students identify Occupational Safety and Health Act (OSHA) safety standards applicable to distributive businesses.

SUGGESTED LEARNING ACTIVITIES:

Invite a resource person to class from the local OSHA office to discuss current state safety laws.

Have students interview their companies' safety officers to find out what is being done specifically at their training stations to comply with OSHA safety standards.

COURSE GOAL:

The student will be able to describe the effects of good personnel relations on employe morale and motivation.

PERFORMANCE INDICATORS:

Given real or simulated management situations, have students identify techniques for recruiting, selecting and placing employes.

Given real or simulated management situations, have students identify job classifications, as well as accepted standards of performance.

SUGGESTED LEARNING ACTIVITIES:

Invite a personnel manager to class to explain management's role in recruiting, selecting and placing employes.

Simulate various recruiting, selecting and placement situations.

Have student store managers discuss how they recruit, select and place employes.

Present students with simulated situations and ask them to identify performance standards that would be expected.

From simulated situations, have students identify job classifications for small and large businesses.

Have students identify job classifications for the student store.

Have students identify standards of performance for student store employes.

COURSE GOAL:

The student will be able to describe the effects of good personnel relations on employe morale and motivation.

PERFORMANCE INDICATORS:

Given real or simulated management situations, have students organize, budget and schedule employe workloads.

Given real or simulated management situations, ask students to identify job orientation and training procedures.

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SUGGESTED LEARNING ACTIVITIES:

Using simulated situations, have students organize, budget and schedule workloads for various types of departments.

Have students work with managers of their departments when organizing, budgeting and scheduling department workloads.

Have students organize, budget and schedule workloads for the student store.

Arrange with a large retailer to allow students to attend training sessions.

Arrange for student to attend special training sessions at their training stations whenever possible.

Have student store managers describe job orientation and training programs for employes.

Include employer job orientation and training program in the student's DECA Job Information Manual.

COURSE GOAL:

The student will be able to describe the effects of good personnel relations on employe morale and motivation.

PERFORMANCE INDICATORS:

Given real or simulated management situations, have students plan agendas for store staff meetings.

Given real or simulated management situations, have students describe employe evaluation procedures.

SUGGESTED LEARNING ACTIVITIES:

Present students with simulated meeting situations, and ask them to plan the agendas. Use DECA's parliamentary procedures.

Have students work with their supervisors to plan agendas for staff meetings.

Have student store managers plan meetings for staff using written agendas.

Contact external evaluation agencies concerning their evaluation procedures for businesses.

Have student store managers describe employe evaluation procedures (training plans or formats similar to those used for regular store employes).

Have students ask personnel managers at their training stations to describe company employe evaluation procedures.

COURSE GOAL:

The student will be able to describe the effects of good personnel relations on employe morale and motivation.

PERFORMANCE INDICATORS:

Given real or simulated management situations, have students describe techniques for handling employe grievances.

SUGGESTED LEARNING ACTIVITIES:

Present students with simulated situations which require handling employe grievances. Which methods seem the most appropriate?

Have students interview their supervisors concerning methods for handling employe grievances. Share findings in class.

Ask student store managers to describe channels for handling employe grievances. Post findings in class.

INDEPENDENT STUDY

COURSE GOAL

The student will be able to:

make a tentative career choice and follow an individualized study plan developed in cooperation with a marketing teacher-coordinator.

COURSE GOAL:

The student will be able to make a tentative career choice and follow an individualized study plan developed in cooperation with a marketing teacher-coordinator.

PERFORMANCE INDICATORS:

Given appropriate information, have students establish and follow plans for specialized career training.

SUGGESTED LEARNING ACTIVITIES:

Have students devote approximately 10-15 weeks studying specific marketing areas of their own choosing, related to their career objectives or training stations.

A variety of materials are available from IDECC or Texas and Ohio materials.*

* Interstate Distributive Education Curriculum Consortium (IDECC), 1166 Chesapeake Avenue, Columbus, OH 43212.

Instructional Materials Center, LC6-305, The University of Texas at Austin, Austin, TX 78712.

Ohio (see page 84.)

BLANK FORM FOR INSTRUCTOR'S USE

The following form may be used to change or add to the curriculum as the instructor sees fit.

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COURSE GOAL:

PERFORMANCE INDICATORS:

SUGGESTED LEARNING ACTIVITIES:

ASSESSMENT

ASSESSMENT

Why assess? Assessment is critical to sound instructional planning. Once a school and its community reach a mutual understanding of what schooling is to accomplish (once goals and graduation requirements are set), there is a need to know whether such outcomes are being reached.

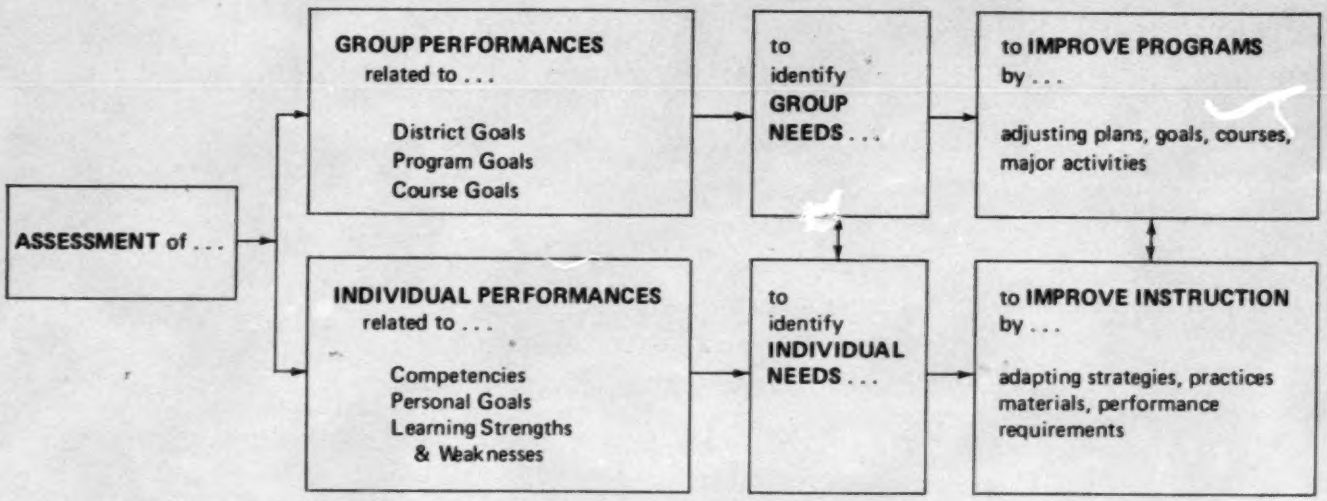
In the Goal-Based Planning for Marketing Programs section of this guide, four sets of desired outcomes were identified: state goals, district goals, program goals and course goals.

Once instructional plans are implemented, the instructor must pose the question: Are students attaining desired outcomes, and is the industrial mechanics program helping them to reach those outcomes: The quality of the answers to these questions depends on how well assessment activities are designed and carried out.

Assessment activities involve both group and individual approaches: how well students do in the program as a group helps determine the course of the program; how well students do individually helps instructors map out teaching strategies.

The interrelationship is shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES



District goal assessment answers the question: To what extent are students attaining the outcomes of schooling desired by the community and its schools?

Program goal assessment answers the question: To what extent are students attaining the outcomes marketing teachers and curriculum planners desire?

Course goals assessment answers the question: To what extent are students attaining the outcomes marketing teachers desire for Marketing I or II?

Competency assessment answers the question: To what extent is a student demonstrating desired applications of what has been learned in order to graduate?

Assessment of personal goals answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information. Assessment might involve several of the following approaches:

- Third party assessment (teachers, parents, educators, advisory committees)
- Administrative assessment
- Student assessment of the program, instruction, as well as the level of personal satisfaction
- Use of student monitoring data
- Student pretest and post-test to determine student growth
- Student follow-up study
- Survey questionnaire
- A marketing assessment/planning guide to assess these components:
  - Program design and long-range plan*
  - Advisory committee involvement
  - Staffing
  - Facilities, equipment, materials, supplies
  - Curriculum instructional approaches
  - Individual student approaches
  - Cooperative work experience
  - Vocational student organization
  - Evaluation techniques
  - School and community relations

Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977). See also the Department's assessment guide for the marketing cluster program.

A Planned Approach to Program Development. (Salem: Department of Education, n.d.).

APPENDIX

A. Job Descriptions from the *Dictionary of Occupational Titles*

B. Oregon Manpower Data

C. Equipment, Facilities and Supplies

D. Instructional Analysis for Organizing Learning Experiences

APPENDIX A

JOB DESCRIPTIONS FROM THE

DICTIONARY OF OCCUPATIONAL TITLES

Following are job descriptions of key occupations around which this cluster was developed.

O.E.S.* No. 71012
D.O.T. No. 250.257-010; Sales Agent, Insurance

Sells insurance to new and present clients, recommending amount and type of coverage, based on analysis of prospect's circumstance. Explains features of policies offered. May collect weekly or monthly premium from policy holders. May be designated according to type of insurance sold as Sales Agent, Fire Insurance; Sales Agent, Life Insurance, etc.

O.E.S. No. 71008
D.O.T. No. 250.357-018; Sales Agent, Real Estate

Rents, buys and sells property to clients on commission basis performing duties such as studying property listings, interviewing prospective clients, accompanying clients to property site, discussing conditions of sale, and drawing up real estate contracts.

O.E.S. No. 25300
D.O.T. No. 162.157-038; Purchasing Agent

Purchases machinery, equipment, tools, raw materials, parts, services, and supplies necessary for operation of an organization.

O.E.S. No. 71011
D.O.T. No. 164.167-010; Account Executive

Plans and directs advertising activities of individual accounts of an advertising agency or sells agencies services to prospective clients. Plans advertising program, determines media to be used and budget. Coordinates activities of layout, copy, media production and traffic department.

O.E.S. No. 10018
D.O.T. No. 186.167-050; Operations Officer

Coordinates activities of personnel engaged in internal operations of an office. Confers with management to discuss operational problems or procedural changes. May supervise employes of a specific department.

O.E.S. No. 61314
D.O.T. No. 211.462-014; Cashier

Receives and disburses money in establishments other than banks. Usually involves use of adding machines, cash registers and change makers.

*Oregon Occupational Employment Statistics number.

O.E.S. No. 10032
D.O.T. No. 185.167-034; Manager, Merchandise (Department Manager)

Formulates merchandising activities in wholesale or retail establishment. Determines markup or markdown percentages necessary to insure profit, amount of merchandise to be stocked, and directs buyers in purchase of supplies for resale.

O.E.S. No. 62005
D.O.T. No. 222.387-050; Shipping and Receiving Clerk

Receives incoming shipments of merchandise and/or prepares merchandise for shipment and keeps records pertaining thereto. May supervise other shipping room workers.

O.E.S. No. 62006
D.O.T. No. 222.387-058; Stock Clerk

Receives, stores and issues equipment, material, merchandise, supplies, tools, dies or foodstuffs and compiles stock records in stockroom, warehouse, or storage yard. Work involves a combination of the following: checking incoming orders, classifying and inspecting when necessary; storing supplies; applying identification to articles; issuing supplies; taking periodic or perpetual inventory; making up necessary reports; requesting or ordering supplies when needed.

O.E.S. No. 72002
D.O.T. No. 290.477-014; Sales Clerk

Include persons who sell any of a large variety of goods or services, usually inexpensive and not requiring much more knowledge of the goods or services other than price. May write out sales slips and ring up sale on cash register.

O.E.S. No. 71000
D.O.T. No. 289.458; Sales Representative, Sales Agent and Sales Associate

Include persons concerned wholly or primarily with selling when knowledge of goods or services sold is required. Also may sell services and/or products such as books, magazines, notions, brushes, etc., by going from house to house without making appointments and/or by making appointments or following leads from management or other workers. (Include Auto Parts Counterperson; Auto Sales; Building Supplies Sales)

O.E.S. No. 71006
D.O.T. No. 250.357.018; Real Estate Broker

Sells real estate, rents and manages properties, makes appraisals, and arranges for loans while managing and operating a real estate office.

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APPENDIX B

OREGON EMPLOYMENT DATA

FOR

MARKETING OCCUPATIONS

Key Occupations	1976*	1980	1982	1976 1982
MANAGER, MERCHANDISE	1,270	1,390	1,450	366
CASHIER (Includes Cashier/Checker)	16,660	18,800	19,870	8,959
SHIPPING/RECEIVING CLERK	3,130	3,440	3,590	960
STOCK CLERK	3,340	3,690	3,870	1,158
SALES CLERK	12,240	14,030	14,920	4,494
SALES AGENT, INSURANCE	3,320	3,660	3,830	1,092
SALES AGENT, REAL ESTATE	7,210	8,550	9,220	4,662
PURCHASING AGENT/BUYER	1,260	1,380	1,440	366
ACCOUNT EXECUTIVE	110	120	120	36
OPERATIONS OFFICER	480	570	610	198
SALES REPRESENTATIVE**	38,830	42,930	44,980	11,754
BROKER, REAL ESTATE	470	560	600	306

*Base Year (figures indicate number of workers employed)

**Includes: Auto Parts Counterperson, Auto Salesperson, Building Supplies Salesperson and General Salesperson

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APPENDIX C
FACILITIES, EQUIPMENT AND SUPPLIES

Decisions about what equipment will best meet the needs of the marketing occupations program should be based on program and course goals. Although less emphasis is placed on equipment and facilities than in other vocational programs, the following guidelines can be used as a framework in physically laying out a marketing occupations classroom.

Sales promotion areas for display construction, interior sign work, activities, color and design, advertising research and layout design and development.

Product analysis areas with space for product testing, use, and necessary equipment.

Grooming and dressing areas for grooming, modeling, and personal development activities.

Communications areas with space for using typical business machines emphasizing the communication and computation components of marketing.

Receiving-checking-marking areas with space for physical activities related to processing incoming merchandise.

School store areas with space for application of marketing activities related to managing merchandise, operational activities, such as security and merchandise handling, financial control and credit; sales promotion activities, including advertising, display, design, and community relations; and personnel/employe relations activities, such as safety, training, evaluation, etc.

Store inventory area with space for activities related to stock control systems.

Storage for supplies, equipment, and student project activities in each laboratory area.

Lecture and demonstration area with audiovisual and demonstration capabilities for large and small group work.

Conference area for use by students, advisory committee members, and teachers for vocational student organization activities, study, consultation and conferences.

Office area for counseling, guidance, preparation activities and student records.

Resource areas for individual study facilities, small group project work, storage of references, films, texts, and learning activities.

General storage area for equipment not continuously in use; wash-up facilities.

Equipment useful for the marketing program includes cash registers, pricing markers or machines, charge card imprinters, food item dispensers such as for soft drinks or nuts, scales, hand trucks, and security cameras. Fixtures include shelving (either wall or self-standing), display cases and windows, manikins, special lighting for displays, mirrors, storage cabinets, and other utility items.

Probably the most important and basic piece of equipment for any marketing program is the cash register. Two registers are necessary for training if a school store exists; these should be electronic in keeping with today's employment requirements. Should funds be unavailable to purchase registers, consider renting this equipment for one or two months of concentrated training. Also, consider sharing equipment with other schools or through the local education service district. Often the business community is an excellent resource for contributed or loaned equipment and store fixtures.

APPENDIX D

INSTRUCTIONAL ANALYSIS FOR

ORGANIZING LEARNING EXPERIENCES

	ACCOUNT EXECUTIVE	AUTOMOBILE SALESPERSON	BLDG EQUIP & SUP SALES REP	CHECKER-CASHIER	DEPARTMENT MANAGER	GEN MDSE SALES REP	GEN MDSE SALESPERSON	INS SALES AGT (FIRE & CASUALTY)	INS SALES AGT (LIFE & HEALTH)	OPERATIONS OFFICER	PURCHASING AGENT	REAL ESTATE BROKER	REAL ESTATE SALES AGENT	SHIPPING & RECEIVING CLERK	STOCK CLERK
ECONOMICS															
Explain the flow of products from producer to final sale.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Explain the effects of time-place-possession-form utility on sales.	■	■	■		■	■		■	■			■	■		
Explain the key components of a modified free enterprise system.	■	■		■	■	■	■	■	■	■	■	■	■	■	■
Explain the effects of market segmentation on local businesses.	■	■	■		■	■		■	■			■	■		
Explain consumer buying motives in relation to product or service benefits.	■	■	■	■	■	■	■	■	■			■	■		
Explain ethical business practices.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
HUMAN RELATIONS															
How to work constructively with employers.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
How to work constructively with co-workers.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
How to work constructively with customers.	■	■	■	■	■	■	■	■	■	■		■	■		
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
COMMUNICATIONS															
Read and comprehend at a level acceptable for entry-level employment in a marketing occupation.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Write in a business-like manner.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Use oral communications in a variety of business settings.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Listen attentively and follow instructions.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
MATHEMATICS															
Add, subtract, multiply and divide whole numbers.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Solve computational problems related to marketing.	■	■	■		■	■		■	■	■	■	■	■		
Use standard business machines to solve computational problems related to marketing.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
SALES PROMOTION															
Know and be able to apply principles of personal selling.		■	■	■	■	■	■	■	■		■	■	■		
Be able to analyze and determine advertising methods appropriate for the promotion of products and services.	■	■		■	■	■	■	■	■		■	■	■		
Know and be able to apply visual merchandising techniques used to promote products and services.	■	■	■	■	■	■	■	■	■		■	■	■		

	ACCOUNT EXECUTIVE	AUTOMOBILE SALESPERSON	BLDG EQUIP & SUP SALES REP	CHECKER-CASHIER	DEPARTMENT MANAGER	GEN MDSE SALES REP	GEN MDSE SALESPERSON	INS SALES AGT (FIRE & CASUALTY)	INS SALES AGT (LIFE & HEALTH)	OPERATIONS OFFICER	PURCHASING AGENT	REAL ESTATE BROKER	REAL ESTATE SALES AGENT	SHIPPING & RECEIVING CLERK	STOCK CLERK
OPERATIONS															
Be able to explain customer services appropriate for marketing fields.	■	■	■	■	■	■	■	■	■	■		■	■		
Know and be able to use appropriate stockkeeping procedures.		■	■	■	■	■	■				■			■	■
Know and be able to follow security procedures used to prevent stock shortages and theft.		■	■	■	■	■	■			■	■			■	■
Be able to use a cash register in a correct manner.			■	■	■	■	■							■	■
Know and be able to apply appropriate pricing techniques for merchandise and services.	■	■	■		■	■		■	■		■	■	■		
Know how to purchase merchandise and services for resale.	■				■	■		■	■		■	■	■		
Know and be able to use standard inventory control techniques.		■	■		■	■	■	■	■	■	■	■	■	■	■
Know and be able to apply on-the-job safety procedures.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Be able to operate specific types of business equipment and maintain this equipment in working order.		■	■	■	■	■	■	■	■	■	■	■	■	■	■
Know how to receive and check an incoming shipment of merchandise.		■	■		■	■					■			■	■
Be able to prepare specific types of business records.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
MANAGEMENT															
Analyze and determine appropriate management policies and procedures for a distributive business.	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Describe the effects of good personnel relations on employe morale and motivation.	■				■					■		■			

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